DOCUMENT RESUME

ED 467 062 SP 040 939

AUTHOR	Nighswander, James K.; Cherkasky-Davis, Lynn; Bearden, Allen
TITLE	Chicago Teachers Union Quest Center "Nurturing Teacher Leadership" Evaluation Study, February-April, 2001.
PUB DATE	2001-06-00
NOTE	314p.; Produced by Educational Learning Resources, Inc.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC13 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Faculty Development; *National Standards; *State Standards; *Teacher Certification; Teacher Competencies; Teaching Skills
IDENTIFIERS	*Chicago Public Schools IL; National Board for Professional Teaching Standards

ABSTRACT

The Nurturing Teacher Leadership (NTL) program offers professional development and candidate support to cohort groups of Chicago teachers who wish to pursue National Board for Professional Teaching Standards certification. The 13-month program provides candidates with technical support, mentoring, financial assistance, resource materials, and weekly professional development sessions. This study examined how well NTL teachers performed on the 12 Dimensions of Teaching Expertise and on the 11 Illinois Professional Teaching Standards. The study also noted how NTL teachers contributed to their schools and the learning community; why they sought the certification; factors contributing to the NTL project's success; how principals, peers, students, and parents perceived NTL certified teachers; and whether NTL teachers improved student achievement over time. Data were collected via observation instruments, surveys, student work samples, and interviews. Results indicated that the 14 participating teachers were, as a group, exemplary teachers. Upon every criterion upon which judgements were made, NTL teachers were rated as highly distinguished. They showed evidence of using best practices in teaching. NTL teachers made significant contributions to the learning community. They cited peer support and professional development as key elements in their success. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Dan Lcherkasky

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

ED 467 062

Chicago Teachers Union Quest Center

Nurturing Teacher Leadership

Evaluation Study

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

February-April, 2001

Educational Learning Resources, Inc.

SP040939

BEST COPY AVAILABLE

Authors:

James K. Nighswander
Jynn Cherkasky-Davis
Allen Bearden

TABLE OF CONTENTS

Introduction 1

Research Questions 1

Evaluation Model 2

Procedures 2-7
- Instrumentation 2-4
- Data Collection 5-6
- Observer/Interviewer Selection and Training 6
- The Assignment of Performance Ratings 6-7
- Data Analyses 7

Results 8-31
- Profile of the NTL Teachers 8
- Dimensions of Teaching Expertise 8-10
- Illinois Professional Teaching Standards 10-12
- Contributions to the Learning Community 13-18
- Motives for Seeking NB Certification 18-19
- Motives for Participating in the NTL Program 19
- Factors Contributing to the NTL Achievement Rate 20-22
- Plans for Continuing Involvement in NTL 22
- Perceptions of Various Groups About NTL and NTL Teachers 22-29
- NTL Strengths, Weaknesses and Suggestions for Improvement 32
- Future Plans of NTL Teachers 32

Discussion 32-37
- Performance on Standards and Dimensions 33
- Best Practices in Teaching 34
- Contributions to the Learning Community 34-35
- The NTL Program 35
- Perceptions of Significant Others 35
- National Board Certification 36
- Improving the NTL Program 36-37
- The Future of NTL Teachers 37

Appendix A 38-67
- Letters to Principals 39-40
- Teacher Packet 41-54
- Observer/Interviewer Packet 55-67

Appendix B 68-105
Illinois Professional Teaching Standards 69-74
Dimensions of Teaching Expertise 77-88
Guidelines for Score Assignment 95
Dimensions Scoring Sheet 96-98
Standards Scoring Sheet 99-101
Sources of Ratings Information 102-105

Appendix C 106-144
Classroom Observation Procedures 107-110
Observation Instruments/Protocols 111-112
Assessment of the Learning Environment 113-114
Teacher Survey 115-122
Interview Protocols 123-144

Appendix D 145-252
Teacher Survey Results 145-173
Teacher Interview Results 174-203
Colleague Interview Results 204-216
Student Interview Results 217-229
Parent Interview Results 230-239
Principal Interview Results 240-252

Appendix E 253-285
Descriptive Statistics and Frequency Tables 254-263
Comparative Analyses (t-tests and ANOVA) 264-285

CTU Quest Center NTL Program Evaluation Study -- 2001

Introduction

During February and March, 2001 an evaluation of the *Nurturing Teacher Leadership (NTL)* program was conducted. The purpose of the study was to provide information to the Chicago Teachers Union Quest Center concerning the effectiveness of its NTL professional development program in preparing teachers for National Board certification.

The NTL Project was initiated by the CTU Quest Center in 1997 to offer professional development and candidate support to cohort groups of teachers who wish to pursue National Board certification. The thirteen-month program provides candidates with technical support, mentoring, financial assistance, resource materials, and weekly professional development sessions.

The NTL program has experienced an impressive National Board (NB) certification rate. Of the 15 NTL teachers who have pursued certification, 14 have achieved NB certification status. This 94% achievement rate compares to the national rate of 50.8%. A major purpose of this study was to determine why NTL candidates have attained such a high certification rate in comparison to the national figure.

The investigation consisted of case studies of the 14 successful teachers who were observed in the classroom by trained observers and participated in structured interviews. In addition, their fellow teachers, principals, students, and students' parents were interviewed to obtain perceptual information. Finally, student work products were examined to determine the impact of NTL on student achievement.

Research Questions

The CTU Quest Center NTL Project evaluation study addressed the following research questions:

- How well do NTL teachers perform on the 12 Dimensions of Teaching Expertise?
- How well do NTL teachers perform on the 11 Illinois Professional Teaching Standards?
- How do NTL teachers contribute to their schools and to the learning community?

- Why did NTL teachers seek National Board certification?
- What factors contributed to the success rate of the CTU Quest Center NTL project?
- How do NTL certified teachers intend to stay involved in the NTL professional development and mentoring process?
- What were the primary motives for NTL certified teachers to participate in the NTL project and to seek National Board certification?
- How are NTL certified teachers perceived by their principals, fellow teachers, students, and the parents of their students on relevant dimensions associated with teaching and school leadership?
- How have NTL teachers improved student achievement over time as determined by multiple measures of student learning?

Evaluation Model

A case study evaluation model was used to evaluate the NTL program. Fourteen NTL National Board certified teachers were the focus of in-depth study involving the collection of classroom observation and interview data. Each NTL teacher was assessed on the 12 Dimensions of Teaching Expertise and on the 11 Illinois Professional Teaching Standards (see Appendix B). Perceptual data from NTL teachers and their principals, fellow teachers, students and parents were collected in order to obtain information that could only be acquired through the interview process.

The evaluation model used in the study did not incorporate the use of a control group of non-NTL teachers. The only comparisons made in the study were among differences in performance for the various standards and dimensions of teaching expertise.

Procedures

Instrumentation

Data were collected through the use of observation instruments, surveys, student work-samples and interview protocols. These instruments, procedures and products are described on the following pages.

Observation Instruments and Procedures

Two observation instruments were used by the observers/interviewers to collect classroom data. One was the Narrative Running Record, which was used to script-note classroom events and discussion. In using this instrument, an observer made a narrative record of teacher and student verbal and non-verbal behaviors that enabled raters to make valid judgments about teaching performance. A time column noted the occurrence of events at five-minute intervals.

The second observation instrument used in the study was the Observation Protocol, a structured instrument divided into eight columns, each of which could be used to record specific information about teacher behavior. The first two columns were used to record classroom events and teacher feedback to students. Three columns contain check boxes to indicate type of teacher feedback, the target of teacher feedback, and whether the feedback was verbal or non-verbal. The last two columns were used to record student off-task behavior and the strategies used by teachers to address student behavior (reactive and preventive). Observers recorded events on the Observation Protocol at two-minute intervals.

Copies of the Narrative Running Record and Observation Protocol instruments, along with instructions for their use, may be found on pages 111 and 112 in Appendix C.

Teacher Survey

A Teacher Survey instrument was mailed to the 14 NTL teachers in advance of the on-site visits. The 23-item survey instrument was used to collect information bearing on the research questions posed in the study and on the Dimensions of Teaching Expertise and Illinois Professional Teaching Standards. Nineteen of the 23 items called for open-ended responses to questions and five were forced-choice items requiring either "yes" or "no" responses or responses to a statement with a four-point scale. A copy of the Teacher Survey instrument may be found on pages 115 to 122 in Appendix C.

Interview Instruments

Teacher Pre- and Post-Observation Protocols. Six interview protocols were used to collect information during the two-day school visits. Two of the protocols were used with the NTL teacher – the Pre-Observation Interview Protocol and the Post-Observation Interview Protocol. The Pre-Observation Interview Protocol instrument (see pages 123 and 124 in Appendix C) was used before the observations to obtain information about instruction, student activities and work products that would result from the observed lessons. The Pre-Observation Interview Protocol instrument was completed prior to the arrival of students on the first day of observation.

The Post-Observation Interview Protocol was completed at the end of the two days of observation. The instrument, which contained general items and eight personal and school-related items, was used to gather information about a) the observed lessons, b) student assessment practices, c) accommodations based on ability and learning styles, d) parent involvement, e) uses of technology, and f) reflections on teaching. The personal and school-

related items were used in writing a teacher biography. A copy of the Post-Observation Interview Protocol may be found on pages 125 to 129 in Appendix C.

Parent Interview Protocol. Two parents were interviewed during each on-site visit. A 10-item Parent Interview Protocol was used by observers/interviewers to ask questions and record responses. Half of the items were forced-choice and half were open-ended. Parents were asked questions about the teacher's involvement with parents, their perceptions concerning the quality of instruction, and how the teacher contributed to the school community. A copy of the Parent Interview Protocol may be found on pages 140 to 142 in Appendix C.

Student Interview Protocol. In classes in which students were capable of responding to questions about their teacher (this was the case in 13 of the 14 classrooms), two students were interviewed. The Student Interview Protocol instrument was used in asking questions and recording responses. This seven-item instrument included questions or prompts about the lessons that were observed, work products resulting from those lessons, and the instructional strategies employed. A copy of the Student Interview Protocol may be found on pages 143 and 144 in Appendix C.

Colleague Interview Protocol. Two colleagues were interviewed with the use of the Colleague Interview Protocol. This 11-item instrument contained seven forced-choice and four open-ended items. Colleagues were questioned about NB certification, perceptions of their NTL teacher colleague, the acceptance and recognition given to the NTL teacher upon NB certification, and general thoughts about the NTL program. A copy of this instrument may be found on pages 137 to 139 in Appendix C.

Principal Interview Protocol. The principals of NTL teachers were interviewed about the teacher, NB certification and the NTL program through the use of the 16 item Principal Interview Protocol. Fifteen of the items were forced-choice, most of which requested an explanation for the response. This instrument not only provided information about the school, the teacher, NB certification and the NTL program, but also yielded evidence about the extent of administrative support for the teacher. A copy of the Principal Interview Protocol may be found on page130 to 136 in Appendix C.

Achievement Data

The Iowa Test of Basic Skills (ITBS) achievement battery is used by CPS to assess student learning in grades 1-8. In this study, ITBS reading and mathematics subtests will be used to measure achievement gains for students of elementary level NTL teachers with regular classroom assignments. For upper grade and high school teachers, other ITBS or TAP subtests will be used, depending on the subject areas taught. The ITBS/TAP tests are administered in April and results were not available at the time of this report.

During the classroom visits, NTL teachers were asked to submit student work samples and other artifacts that were representative of student learning. These documents/items will be among the multiple measures used to assess learning outcomes after the ITBS/TAP scores become available.

Data Collection

In early February, the 14 NTL teachers received a packet of information from the Principal Investigator of this study that included the following:

- A letter describing the study
- An agreement form
- A teacher information sheet
- A form for listing the names and interview schedules for two students, two colleagues, two parents and the principal
- A description of a unit of instruction form
- A teacher survey instrument

Copies of these items may be found on pages 41-54 in Appendix A. Teachers were asked to complete these forms and the survey and then return them to the Principal Investigator prior to the start of data collection.

Letters were sent to NTL teachers and their principals with suggested dates for data collection. Upon acceptance of the dates, the NTL teachers were asked to schedule times for in-class observations and interviews with two teachers, two parents, two students and the principal. In addition, the NTL teachers were asked to submit unit plans encompassing the lessons to be observed during the two days of data collection.

The on-site observations began on February 21, 2001, and concluded on March 16, 2001. Eight trained observer/interviewers were used to collect the classroom performance and interview data. Working in pairs, the observers/interviewers spent two days in each NTL teacher's school. The visits were pre-planned and observations and interviews were tightly scheduled to ensure that all data were collected by the end of the second day.

The pairs of observers/interviewers arrived at their assigned schools prior to the start of classes, met briefly with the principal and then conducted their pre-observation teacher interviews. During the pre-observation interviews, the logistics of data collection were discussed, as well as the lessons to be observed. The observers/interviewers positioned themselves in order to have a clear view of teacher and students.

During classroom instruction, the observers/interviewers collected data using the Classroom Observation Protocol and Narrative Running Record instruments. They switched use of these instruments about every 30 to 45 minutes.

Interviews were conducted at the times scheduled by the teacher. Occasionally, the interviews would be scheduled during instructional time; in which case, a single observer would record classroom data. Usually, however, the interviews were conducted during preparation periods, lunchtime, or at other non-teaching times. The interviews ranged in length from about 15 minutes for students to 45 minutes for the principal.

At the conclusion of classroom data collection on the second day, one or both of the team members conducted a post-observation interview with the teacher. A portion of this instrument contained questions about the lessons that were observed during the two days. A second section of the instrument included questions about teaching in general.

The observers/interviewers were given still cameras to take pictures of the teacher, classroom, school, and student work samples. Students were not photographed because of confidentiality concerns. The pictures were used to provide contextual information for use during the rating process. These photos are included in individual NTL teacher notebooks assembled at the conclusion of the study and provided to CTU Quest Center personnel.

Following the collection of data, the two observers/interviewers collaborated on writing a brief teacher biography for placement in a teacher folder that was used during the rating process. These biographies included one section on the teacher, school, school community and students and another on the instructional activities observed during the two-day visit. The biographies and all completed data collection instruments were sent to the Principal Investigator for review and typing in advance of the rating process.

Observer/Interviewer Selection and Training

The eight observers/interviewers involved in the collection, analyses, and ratings of teaching performance all possessed strong backgrounds in teaching and in the observation and analysis of classroom performance data. All were former teachers and administrators, most of whom had retired within the past several years. Selection criteria ensured ethnic and gender balance in the group.

The observers/interviewers were given two days of training on the use of the data collection instruments and procedures. The training utilized videotaped teaching vignettes which were recorded by the interviewers/observers using the Observation Protocol and Narrative Running Record instruments. Copies of correspondence, training information, and agendas may be found on pages 55 to 67 in Appendix A.

The Assignment of Performance Ratings

The 14 NTL teachers were assigned ratings on each of the 12 Dimensions of Teaching Expertise and 11 Illinois Professional Teaching Standards. The four-point rubric for assigning scores on the 12 dimensions was the one used in the NBPTS study conducted in North Carolina in 2000. The rubric used in rating the 11 Illinois Professional Teaching Standards utilized a locally-developed four-point scale. Copies of the dimensions, standards and rating scales may be found on pages 69 to 88 in Appendix B.

The same eight observers/interviewers used in collecting classroom data assigned ratings on the dimensions and standards during a three-day work session scheduled the week following completion of data collection. The first portion of the rating process was devoted to a review and discussion of the dimensions and standards and the scoring rubrics. Next, the assignments to NTL teachers were made. Each observer/interviewer was assigned to rate the teachers he/she

observed plus an additional number up to a maximum of eight teachers. The remainder of the first session was devoted to the review of the teacher files, which included all observation and interview data plus the Teacher Survey instrument which the NTL teachers returned prior to the classroom visits. As the raters reviewed the files, they recorded their ratings and sources of evidence on the Dimensions Scoring Sheet and the Standards Scoring Sheet (see pages 96-101 in Appendix B). A guide to the locations of evidence for use in assigning ratings was provided. (see pages 102 to 105 in Appendix B).

Color-coded scoring sheets were used in the assignments of ratings. White forms were used by those raters who had made the observations and conducted interviews with an NTL teacher. Blue forms were used in assigning ratings to NTL teachers whom the rater did not observe. In analyzing the data, a higher weight (2-1) was given to the ratings made by those who had actually observed the teacher.

The second and third days of the work session consisted of 45-minute presentations, with questions and answers, about each of the 14 NTL teachers. Each NTL teacher was rated on the dimensions and standards by five raters – two of whom made the in-class observations and conducted the interviews. The two observers/interviewers presented information about their teachers that other raters could use, in addition to the written files, to assign their ratings. The observers/interviewers were advised to avoid any discussion of their ratings during or following these presentations. All ratings were to be assigned independently, based on file reviews and information gained from the presentations.

Data Analyses

Data analysis procedures consisted of summaries of written comments and the use of statistics with the quantitative data. The Teacher Survey, Pre- and Post-Observation Protocols and the four interview protocols all contained questions to which respondents gave verbal replies. The responses to these questions may be found in Appendix D. For purposes of drawing conclusions from the verbal responses, summaries were prepared. These summaries, which attempt to capture the essence of the responses to the survey and interview questions, may be found in the Results section that follows.

Quantitative data came from some of the items on the surveys and interviews protocols and also from the ratings on the 12 Dimensions of Teaching Expertise and the 11 Illinois Professional Teaching Standards. Descriptive and inferential statistics were used in the analyses of these data, including averages, counts, percentages, t-tests and the ANOVA test.

At the time of this report, the ITBS/TAP achievement test data were not yet available for analyses. When those results do become available, the scores will be analyzed with the use of inferential statistics, including t-test and ANOVA procedures.

Results

Profile of the NTL Teachers

The 14 NTL National Board certified teachers who were the focus of this study varied in age, experience, and background. Following are some of the personal characteristics of the group:

- NTL teachers ranged in age from the late 20's to the late 50's.
- Two have earned bachelor's degrees and 12 have earned master's degrees.
- Teaching experience ranged from 6 years to 32 years, with a median of 11 years of experience.
- Eleven of the 14 NTL teachers teach at the elementary (K-8) level and three are high school teachers.
- Four of the 14 had previously or currently teach ESL or bilingual classes.
- Nine NTL teachers are females and five are males.
- At least half of the group has had extensive work experiences before entering the teaching profession.

Dimensions of Teaching Expertise

The 12 Dimensions of Teaching Expertise on which the 14 NTL teachers were rated were compiled by the authors of a study of National Board certified teachers conducted at the University of North Carolina at Greensboro and published in September, 2000. In planning that study, the authors reviewed the literature on teaching expertise and subsequently identified 13 dimensions they would use in the assignment of ratings. One dimension (the one pertaining to student learning) will be discussed in an addendum to this report because the data needed to assign ratings were unavailable at the time of this report (April, 2001). Detailed descriptions of the 12 Dimensions of Teaching Expertise may be found on page 77 to 88 in Appendix B. The rubric and scoring sheets used in the ratings process may be found on pages 95 to 98, also in Appendix B.

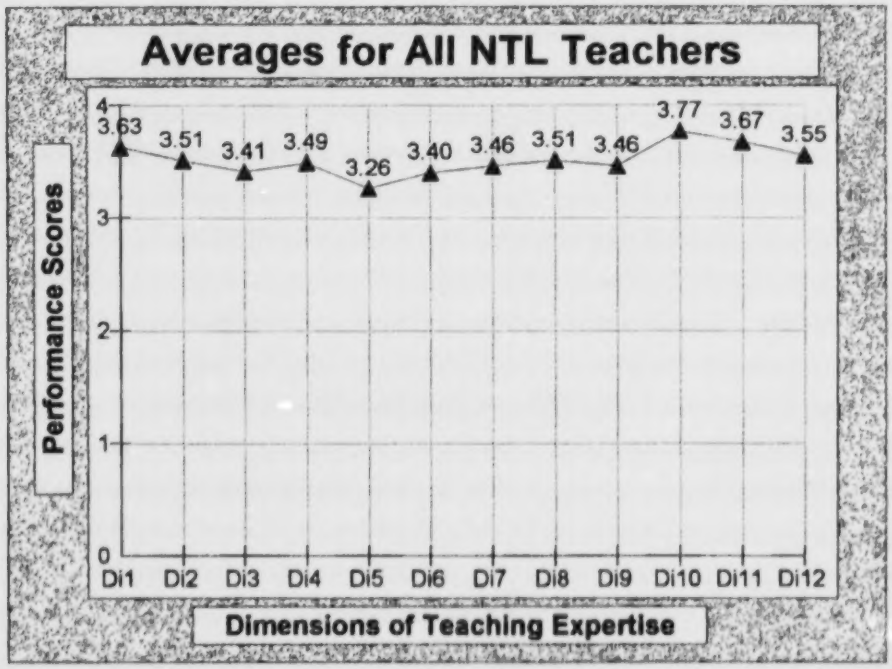
All of the average score ratings on the 12 Dimensions of Teaching Expertise were above "3," indicating a high level of teaching performance for the group as a whole. The averages ranged from a low of 3.26 to a high of 3.77. The lowest overall rating was the dimension labeled Classroom Climate, which concerns the use of preventive and reactive classroom management practices. The highest rated dimension was Respect – the teacher's level of caring for students.

Following are the 12 dimensions ranked in the order of their average rating scores from the highest to lowest:

Dimension	Averages
Respect: The teacher's level of caring for students	3.77
Passion: The teacher's level of enthusiasm for teaching and learning.	3.67
Use of Knowledge: The teacher's understanding of subject matter.	3.63
Challenge: Students' level of challenge.	3.55
Monitor Learning and Provide Feedback: Gathering and using information.	3.51
Deep Representations: Pedagogical content knowledge for planning.	3.50
Improvisation: Responsiveness during the flow of lessons.	3.49
Testing Hypotheses: Evaluating information	3.46
Sensitivity to Context: Interpretation of events through reflection.	3.46
Problem Solving: Identifying and addressing problems related to curriculum and instruction.	3.40
Multidimensional Perception: Interpretation of events as they occur.	3.40
Classroom Climate: Preventive and reactive classroom management.	3.26

Tests of significance performed on the average ratings of the 12 Dimensions of Teaching Expertise revealed that the average for the lowest rated dimension – Classroom Climate – was significantly lower than the averages for the other 11 dimensions. The t-test for dependent samples was used in these analyses with $\alpha = .05$. The results of these analyses may be found on pages 265 to 275 in Appendix E.

A chart showing the means for the 12 dimensions is shown below:



Illinois Professional Teaching Standards

The 11 Illinois Professional Teaching Standards were adopted by the Illinois State Board of Education in February, 1999. These standards grew out of the national standards and represent the thinking and priorities of educational leaders in the State of Illinois. Copies of the standards and the knowledge and performance indicators associated with each standard may be found on pages 89 to 94 in Appendix B. The Standards Scoring Sheet and Sources of Information used by raters in assigning ratings to standards are also found in Appendix B on pages 99 to 103.

The average ratings on the 11 Illinois Professional Teaching Standards ranged from a high of 3.67 to a low of 3.35. Seven of the 11 means were separated by less than one-tenth of a point, indicating a very tight clustering of scores around 3.5. Overall, the 14 NTL teachers achieved a high level of performance on the 11 standards. Even the lowest average score (3.35) is in the "distinguished" range of teaching performance – a full one-third of a point above "proficient."

BEST COPY AVAILABLE

Following are the average scores for each standard listed, from the highest to lowest:

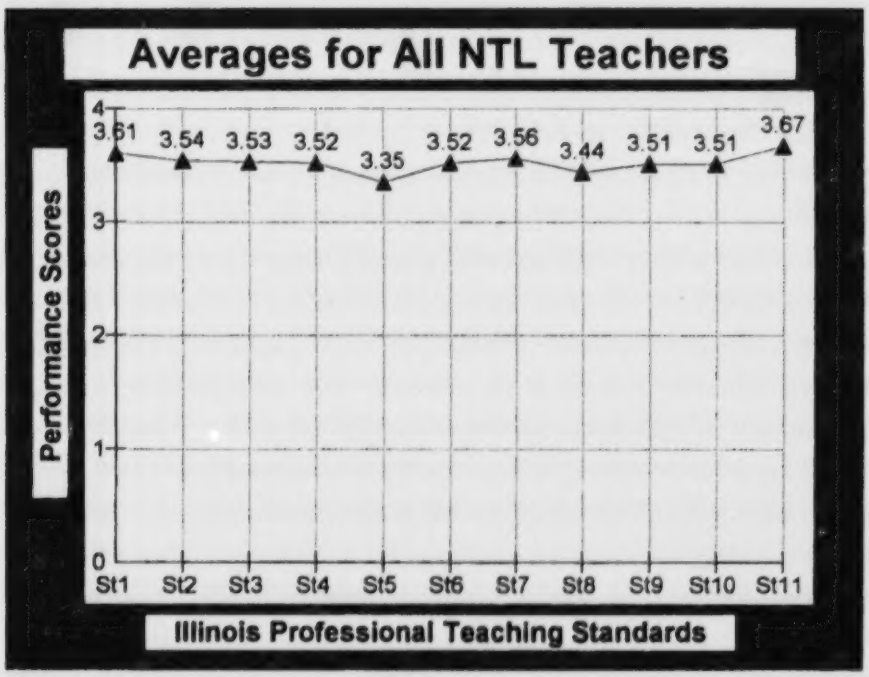
Standards	Averages
Professional Conduct: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.	3.67
Content Knowledge: The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.	3.60
Communication: The teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to faster active inquiry, collaboration, and supportive interaction in the classroom.	3.56
Human Development and Learning: The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.	3.54
Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3.53
Planning for Instruction: The teacher understands instructional planning, and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	3.52
Instructional Delivery: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3.52
Reflection and Professional Growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.	3.51
Collaborative Relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.	3.51

Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students. 3.44

Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation 3.35

Tests of significance performed on the average ratings for the 11 Illinois Professional Teaching Standards revealed that the average for Standard 5 – Learning Environment – was statistically lower than the means of the other 10 standards with $p.<.05$. The results of these analyses may be found on pages 277 to 284 in Appendix E. Another comparative analysis showed that there were no significant differences in the average ratings for standards 2, 3, 4, 6, 9 and 10, based on an ANOVA test with $\alpha = .05$ (see page 276 in Appendix E).

A chart showing the average ratings of the 11 Illinois Professional Teaching Standards is shown below:



BEST COPY AVAILABLE

Contributions to the Learning Community

The leadership of the CTU Quest Center NTL program was interested in determining the extent to which the 14 NTL National Board certified teachers were contributing to their schools and to the larger learning community. One of the Five Core Propositions adopted by NBPTS states that "Teachers are members of learning communities." Specifically, this core proposition reads as follows:

> *Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.*
>
> *Accomplished teachers find ways to work collaboratively and creatively with parents engaging them productively in the work of the school.*

The Illinois Professional Teaching Standard most closely related to the research question on contributions to the learning community is number 11 – Professional Conduct and Leadership. Although the standard goes beyond professional contributions, it clearly encompasses that concept in four of the six performance indicators for the standard. The average rating for the NTL group on IPTS Standard 11 was 3.67, the highest rated of all the standards. The size of the mean suggests that, as a group, NTL teachers are well within the "distinguished" range of performance on contributions to the learning community. The average rating on Standard 11 was significantly higher than the average for the next highest rated standard (#1) with $p.<.05$. A t-test for dependent samples was used in this comparison. The results of this analysis may be found on page 264 in Appendix E.

More specific information on contributions to the learning community comes from the Teacher Survey and from several of the interview protocols. Following are the items addressing contributions and some representative responses from NTL teachers to those items. For a review of all responses to items 18-20 on the Teacher Survey, see pp. 145 to 173 in Appendix D.

18. Describe how your school and district (CPS) have benefited from your expertise as a National Board Certified teacher.

I have mentored beginning teachers as part of a district-wide program.

I chair or work on school-wide committees for school improvement, curriculum, quality assurance and SIPAA.

I work on special projects within my school.

Mentoring NTL teacher-candidates.

I collaborate with colleagues on cross-curricular units of instruction.

I have mentored non-NTL teachers who are seeking NBC at my school. I am applying for a Master Teacher position at the National Teacher's Academy, a new CPS school that seeks to employ NBC teachers and offers Best Practice education to students, and serves as a demonstration site for interns and experienced teachers.

I haven't done any of these yet. Too busy (even for this study!) to volunteer and no one has bothered to ask.

My work at my school has improved; therefore, my work on school-wide committees is stronger.

I am a teacher facilitator for teachers in my department.

I work on school-wide committees that address school improvement issues.

CPS has not asked for my help – so has not benefited. Re: school, my vice principal has asked for my assistance on several important committees. I had never been asked to be on them before.

My expertise will be "used" through NTL and the Union.

Conducting workshops for LSCs – talking to principals

Working with an organization that desires to support teachers through NBC.

19. Have you worked in any other special capacity for your school and district as a result of your National Board certification?

Yes		No	
N = 6	46.1%	N = 7	53.8%

Explain:

Present workshops for groups of beginning teachers.

Conduct curriculum and pedagogical workshops for teachers.

I work for Quest Center through NTL as a facilitator for National Board candidates.

My school ignores my NBCT status.

I am sponsoring a teacher from England this month through CPS.

At school – nothing.

District spokesperson and consultant roles.
Keynote speaker at Rachel Carson Elementary kick-off breakfast at Tribune Tower.

20. Describe how any of the following have benefited from your expertise as a National Board Certified Teacher:
- **a) Nearby school districts**
- **b) Illinois State Board of Education**
- **c) Regional or National Professional Organizations**
- **d) Chicago Teachers Union**
- **e) Universities**
- **f) Other**

I have led sessions at a regional and national professional organization's conferences. I am currently working with the NTL program for the CTU QUEST Center. I've spoken to classes at University of Illinois-Chicago.

I am a mentor for a student teacher from Northwestern University.

I work for the Quest Center within the Chicago Teachers Union. I support candidates for National Board certification.

A teacher from my city (Evanston) was going through the process and had no group – I helped her with studying for the assessment center.

Facilitating NTL group and 2nd grade new teachers.

Spoke at IL State Bilingual Conference re: NBC process.

In 2001, I will speak on a topic related to teaching activities. Before NBPTS, I didn't have the confidence to speak at such a large event.

ISBE paid for my training and salary to work with Summer Bridge Teachers.

UIC – Mint program speaker

Two other sources of information on the contributions of NTL teachers to the learning community came from the principal and colleague interviews. Two items on the Principal Interview Protocol and one on the Colleague Interview Protocol addressed the issue. Following are those items and sample comments from each.

Principal Interview Protocol

10. Since achieving National Board certification has _____ 's services been used here at the school? Some examples would be:

a) mentoring new teachers
b) conducting staff development programs
c) serving on committees
d) serving on the LSC

Yes		No	
N = 11	78.5%	N = 3	21.4%

Explain:

Done workshops and arranged assemblies. Was occupied in the fall. Active on AAA.

Asked to head Math Dept. Could be used more but she is too busy with her personal agenda.

Language Arts committee

Integrating technology in the classroom.

Not yet. I have only been here since October.

School Improvement Planning Committees – LSC teacher representative.

She facilitates our Education Connection Grant.

She serves as a mentor in mathematics for a group of new teachers.

She conducts staff development programs.

She is a member of the school's Curriculum Committee.

Project Director for a program for students using IBM resources.

She serves on Math Instructional Curriculum Committee (MICC).

Mentoring another third grade teacher who is a first year teacher

As a Cole Early Childhood Awardee, we received a school inservice session.

Active on Schoolwide History Committee, Career Day

11. Since achieving National Board certification has _____ offered his/her services in any areas beyond his/her regularly assigned duties?

Yes		No	
N = 12	85.7%	N = 2	14.2%

Explain:

Received two grants.

Not as flexible as could be. Has a piece of her own agenda.

Is concerned with her own personal growth.

Worked with student-teachers at UI-C.

Serves on Professional Problems Committee

Did things before and continues to offer services to serve the school. She has volunteered to do more staff development activities in regards to National Board certification.

Serves as the unit leader in the pod.

Works after hours and before.

Colleague Interview Protocol

2. Since _____ received National Board certification has he/she taken on any additional duties or responsibilities at the school?

Yes		No		Not Sure	
N = 18	64.2%	N = 1	3.2%	N = 9	32.1%

If "yes", please explain:

Many teachers come to her for information about National Board certification. She offers her help on other tasks, such as assembly programs and teacher-led inservice sessions.

She is now serving on the Internal Review Board.

He has created a morning study hall to assist students to get help – a quiet time.

Helping new applicants who seek NB certification – also, MINT mentor. Mentoring 3 teachers for National Board certification.
On SIP committee and LSC.

Mentors the whole school.

She has always been active in school projects. She is now more respected by the administration.

Reading Task Force

Unit leader of the pod. It constitutes lots of extra responsibility.

Motives for Seeking National Board Certification

The question concerning motives for pursuing National Board certification was of interest to the CTU Quest Center and supporters of the NTL program. In order to obtain answers to this question, the 14 NTL certified teachers were asked directly to explain their motives.

Following is the survey item probing reasons for pursuing NB certification and sample responses to the question. For a complete list of responses to item #4 of the Teacher Survey, see pages 148 to 149 in Appendix D.

4. What were your motives for seeking National Board certification?

I believe that the National Certification process is an opportunity to further advance a teacher's growth and development as a educator.

The acquisition of a National Level Professional Certification makes the teacher a member of a national community and may allow teachers educational opportunities across the United States.

Teachers ask to be treated as professionals and National Board certification is certainly a step in the right direction.

I wanted some sort of an external, officially sanctioned and respected review of my teaching practices.

I had always been told I was a great teacher. I wanted a chance to measure myself against national standards by my peers.

The district teacher evaluation system is devoid of meaning. I wanted a meaningful, instructive assessment of my ability.

I wanted to challenge myself and become better at what I do everyday.

I wanted to experience the quality of professional development that occurs as a result of going through the process.

It was something that I wanted to prove to myself.

Interest, commitment to my classroom – probably most of all the sheer individual challenge.

To improve my teaching and knowledge of the teaching profession.

Motives for Participating in the NTL Program

Chicago teachers who wish to pursue National Board certification can do so independently or they can receive support from various programs. One research question concerned reasons NTL teachers opted for the 13-month NTL program as the vehicle for preparing them to sit for NB certification. Following are sample responses to that question. For a review of all responses refer to the Teacher Survey results on pages 149 to 150 in Appendix D.

2. What were your motives for participating in the NTL program?

I wanted support and professional development which would allow me to achieve National Board certification.

The support – moral, professional, technical, resources.

NTL offered to pay for the NBL fee.

I was attracted by the structure of working in a cohort of professionals who met on a regular basis to talk about teaching.

Having someone (Lynn) who thought I was up to it tell me that I should try this.

I was very impressed by the high level of dedication I witnessed early in our NTL sessions prior to my commitment.

The support – ongoing, week after week, of mentors and a cohort.

To be mentored by the best teachers in the CPS system.

To the question that asked whether they felt they would have been able to achieve NB certification without the NTL experience, 62% responded "Probably Not", 23% responded "Probably", and 15% responded "Definitely Yes" (see the Frequency Table Report on page 285 in Appendix E).

Factors Contributing to the NTL Achievement Rate

In the introduction to this report it was noted that the achievement rate for NTL teachers who sat for NB certification was 94% as compared to a national rate of 50.8%. One purpose of this study was to determine why the NTL rate was so much higher than the national rate. The 14 NTL teachers were asked that question. Following are some of their responses. For a complete list of responses, see the Teacher Survey results on pages 145 to 173 in Appendix D.

7. **NTL teachers who have pursued National Board certification have a certification rate of 94% as compared to 50.8% nationally. How do you account for such a large difference?**

NTL provides the opportunity to take part in professional development and work in collaborative cohorts.

The "pre-qualification of NTL teachers/NB candidates through a rigorous application process.

Interaction among candidates.

Teachers are screened through applications, which weeds out those less likely to succeed.

NTL teachers receive a tremendous amount of support from everyone involved in the program, from Allen to Lynn to Marcy.

NTL provides a great deal of support, especially in editing and revising writing of entry.

NTL is a complete professional development program, which helps teachers understand Best Practices and incorporate them more into their practice.

I attribute this difference to the wide ranges of experiences and, thus, the diverse ideas of the members of the cohort.

I think the level of ability, knowledge of content and pedagogy, and commitment was very high in my cohort (99-00).

The selection process – NTL chose the teachers who would participate by looking at their accomplishments and ability to write.

A related question to Item 7 of the Teacher Survey was Item 8 that asked NTL teachers if they thought they were better teachers for having participated in NTL. The responses were 62% "Definitely Yes", 31% "Probably", and 7% "Definitely Not". Following are some of their comments to that question.

It was beneficial to experience the process of self-assessment

I am more cognizant of research, resources to improve instruction and why it works.

The sharing of teaching strategies with peers was wonderful.

The intense work with the other teachers in my cohort made me much more reflective about my practice.

I have become more reflective, sensitive and cognizant of my students' learning styles and individual needs.

I have learned about so many more strategies that I can use to meet the needs of all my students.

Two additional Teacher Survey items bearing on NTL participation asked the NTL teachers the following questions:

11. If you had it to do over again, would you participate in the NTL experience?

12. If you had to identify a single NTL experience that helped you grow professionally, what would it be?

Responses to item 11 were 62% "Definitely Yes," and 38% "Probably". None of the teachers responded to the two options – "Probably Not" and "Definitely Not."

Responses to Item 12 were open-ended. Following are sample replies to the question. A complete list of responses may be found in the Teacher Survey results on page 156 to 157 in Appendix D.

Establishing professional relationships with the other participants in my cohort and the members of the Quest Center was the single NTL experience that helped me grow professionally.

Working with the other teachers in my area to get input/feedback/suggestions on how to improve/enhance my practice. This included resources and strategies.

Sharing ideas with colleagues.

The unending reflection on my practice.

Watching each other's videos and discussing the lessons

I learned a ton of new ways to assess my students.

The exchanges of ideas about methods and strategies were invaluable and still reverberate in my teaching.

The required readings – reading "Alfie Kohn" fostered my belief in my ability to make my vision of first grade a model of democracy and reality.

Plans for Continuing Involvement in NTL

NTL teachers who have achieved NB certification are asked to stay involved in the program to assist with new cohort groups. CTU Quest NTL leadership personnel wanted to know how the teachers intended to continue their involvement now that they are no longer the recipients of NTL services. Item 10 of the Teacher Survey asked that question. Following are sample responses. For a listing of all responses to item #10, refer to the Teacher Survey results on pages 155 to 156 in Appendix D.

10. How do you plan to (or continue to) stay involved in the NTL program now that you have earned National Board certification?

I am facilitator for NTL III and plan to continue to help other teachers achieve National Board certification.

I am currently co-facilitating a "cohort" of teachers going through the process this year.

I occasionally assist as my schedule allows

I am not involved in the NTL program.

Tutoring other candidates.

I am currently co-facilitating a cohort of teachers in NTL going for their National Board certification – and I love it! I would like to continue doing this for awhile.

I am currently mentoring other EA-ELIA teachers in NTL and I help out wherever I can with meetings or recruiting of new teachers to the process.

Hopefully, there will be individuals to mentor in my certificate area or in my experience area (i.e., Language Arts – Secondary).

Perceptions of Various Groups About NTL and NTL Teachers

In planning this study, the CTU Quest NTL leadership expressed interest in obtaining perceptual information from principals, colleagues, students, and students' parents about NTL teachers, the NTL program and National Board certification. The information from these groups was obtained through interviews conducted by the eight observers/interviewers during the two-day school visits. Some of interview items called for forced-choice responses but the majority

requested open-ended responses to direct questions. Following are summaries of the data obtained from the various groups that were interviewed. For complete listings of the interview results, see pages 204 to 252 in Appendix D.

Principals of NTL Teachers

The principals of the 14 NTL teachers were interviewed with the use of the 16 item Principal Interview Protocol. The results of these interviews are reported as percentages of responses to the options for forced-choice items and sample comments to specific questions (see pages 257 and 258 in Appendix E for results of forced-choice items).

- All principals had observed their NTL teachers in the classroom within the last year.
- All principals reported that their NTL teachers' lesson plans were organized around clearly established goals such as the Chicago Academic Standards and Framework Statements.
- All principals reported that the important learning concepts were obvious to them during their classroom visits.
- Eighty-five percent of the principals reported they were aware of how their NTL teachers planned to assess the student learning pursued through the observed lessons. Seven percent reported that they did not know and 7% responded "not sure".
- Eighty-five percent of the principals reported their NTL teachers varied instruction to help all students learn during the observed lesson. Fourteen percent were "not sure".
- All principals reported that their NTL teachers used "best practices" during the lessons they observed.
- Seventy-seven percent of the principals reported that their NTL teachers used community resources to enhance student learning. Eight percent responded "No" and 15% responded "Not Sure".
- All but one principal reported that their NTL teachers regularly confer with parents about student progress.
- All principals reported that their NTL teachers know about and follow CPS policies and procedures.
- Seventy-nine percent of the principals reported their NTL teachers have contributed to the school beyond their regular teaching assignments since receiving NB certification.
- Eighty-six percent of the principals reported that their NTL teachers had offered their services to the school in areas beyond regular assigned duties.

- To a question about the extent to which the school is taking advantage of the skills and abilities of their NTL teachers, 57% of principals reported "A Lot", 21% "Some", 14% "Very Little", and 7% "None".

- All principals reported that their NTL teachers were given some form of recognition at the school upon receiving NB certification.

- Seventy-seven percent of principals reported their NTL teachers had become better teachers for having participated in the NTL program. Fifteen percent responded "No" and 7% (one principal) was "Not Sure".

- All principals reported they would encourage other teachers in their schools to pursue NB certification.

All of the items for which figures are shown above, provided principals the opportunity to explain their forced-choice responses. Those comments may be found in the Principals Interview Protocol report on pages 240 to 252 in Appendix D.

The only open-ended item on the Principals Interview Protocol was the last one that asked principals to share their general thoughts or opinions about NB certification. Following are sample comments to that question:

It gives teachers a chance to look at teaching and learning in a broad sense and a time for reflection.

Wish it could be done during the summer.

It takes too much time out of the classroom.

The students are the ones who lose.

It is a very good process for interested teachers.

True believer that many teachers have not kept up with the times. NB certificate – is a way to do that.

I think it is a great thing! I think it recognizes teaching in the classroom.

It provides a stellar opportunity and challenge.

It is a good thing but teachers are overwhelmed.

The first thing, from knowing her, it must take a lot out of them.

Colleagues of NTL Teachers

Two colleagues of each NTL teacher were interviewed by the observers/interviewers during the two-day school visits. They were asked questions about the NTL teacher, NB certification and the NTL program. Seven of the 11 items on the Colleague Interview Protocol were forced-choice and four were open-ended. On some forced-choice items the colleagues were asked to explain their responses. Following are results of the forced-choice items and sample responses to the open-ended items. The responses to forced-choice items may be found on pages 259 to 261 in Appendix E and to open-ended items on pages 204 to 216 in Appendix D.

- Eighty-six percent of the colleagues had observed their NTL colleague in the classroom within the past year.
- Sixty-four percent of colleagues reported that their fellow NTL teacher had taken on additional responsibilities since becoming NB certified.
- Seventy-five percent of colleagues reported that the leadership at the school was supportive of NB certification.
- Ninety-six percent of colleagues reported all teachers at the school were aware that their fellow NTL teacher was NB certified.
- Fifty-four percent of colleagues reported that NB certification was something they would pursue. Twenty-three percent reported "No" and 14% reported "Not Sure" about pursuing NB certification.
- Fifty-seven percent of colleagues reported a knowledge of the NTL program in which their fellow teachers participated. Of that group, 68% reported that NTL participation "Absolutely" improved the teaching skills of NTL teachers, 27% reported "Probably" and 6% reported "Probably Not".

To the question – **How would you rate your fellow NTL teacher as a teacher?** -- following are some sample responses:

Calming – patient – knowledgeable. Excellent

Excellent! Extremely bright, takes job seriously, goes extra 100 yards to make herself a better professional.

Superior teacher – very creative – innovative – good role model.

Wants students to develop a love for learning.

The best because she cares about what counts.

If students react unexpectedly, she adjusts.

He gets them focused on academics.

Excellent! Creative and helpful.

Colleagues were asked their personal opinions about NB certification. Following are some of their replies:

It's overwhelming.

It is a good thing that it's difficult because it assumes expertise.

Sounds scary; however, I'm thinking about it. I know it is the "up and coming thing."

I think it is a good thing. It raises the professional level of the classroom teacher.

Wonderful idea! If I weren't thinking of retirement, I'd be in it.

Tough!

Very demanding process for a teacher to go through.

The process is validation for "good-excellent" teachers.

Item 9 on the Colleague Interview Protocol asked the colleagues of fellow teachers to explain how their school, CPS, or education in general could benefit from the knowledge and skills of NB certified teachers. Following are sample responses:

Peer coaching to use his skills.

NTL teachers could help examine teaching skills.

NB certified teacher can model Best Practices at the school where he teaches and invite teachers from his school and other schools to observe.

The school needs to utilize her more for inservices and teacher training.

The ability to reach a broader range of populations. Broadens their skills and enables them to teach at a wider variety of levels.

Children receive the biggest benefit. The more teachers know, the better they work with the children.

Those NB teachers could set the standards for a citywide curriculum that would actually be utilized and monitored. There is too much confusion now.

The last item on the Colleague Interview Protocol asked how the NTL teacher had benefited from becoming NB certified. Following are selected responses to that question:

She has earned more respect from her peers.

He is more research-oriented.

She has become more introspective about her teaching.

He examines the ways he teaches and he is willing to share his knowledge with others. He is open to feedback.

She is more confident.

Now she is more authentic in her praise.

It reinvigorated her. She seems vital.

She has taken on a more leadership role in the school.

It boosted his skills and his commitment.

She has become more aware of lifting the teaching profession to a higher level.

He's become extremely nurturing and child-centered.

Parents of the Students of NTL Teachers

Two parents of students in the classrooms of NTL teachers were interviewed in 13 of the 14 schools. The exception was a teacher in an ESL classroom in which the parents spoke no English. The observers/interviewers used the 10-item Parent Interview Protocol to ask questions and record responses. Five of the 10 items were forced-choice and the others were open-ended. The responses to those items follow. For a detailed listing of the parent interview results see pages 230 to 239 in Appendix D for open-ended items and pages 262 and 263 in Appendix E for forced-choice items.

- Only 8% of the parents interviewed were members of the Local School Council.
- Eighty-five percent of the parents interviewed were aware that their NTL teacher was NB certified.
- Seventy-two percent of the parents interviewed knew something about the NTL teachers before their children were enrolled in those teachers' classrooms.

- To the question about how they would rate their child's teacher, 85% responded "The Best" and 15 responded "Among the Best". No parents gave responses in the lowest two categories – "Average" and "Below Average".

- To a question asking about the extent to which the NTL teachers were well liked and respected by all parents, the 26 parents who were interviewed all responded "Very Much", the top rating among the four choices.

Two related questions were asked to parents about the NTL teachers. One asked how the teacher was different from other teachers they have known and the second asked parents to identify the one thing that stood out about their child's teacher. These questions elicited similar responses, samples of which follow. The full list of responses to these items may be found on pages 231 to 235 in Appendix D.

Takes the time to hear kids.

She motivates my son. He was challenging until he got in her class.

He listens to their learning problems.

He respects students.

She loves children – very caring.

He explains until they understand.

Wish I had him as a teacher when I was a student.

She accommodates his needs in the class according to his IEP.

She loves children. It is not a job for her.

Takes time with the kids.

Very concerned about the children's welfare.

Her personality – gives respect where it is due.

Her ability to assess where each child is individually and then to teach to that child wherever he/she is in ability level.

The fact that he is always available to assist students, parents and staff members. Her classroom is diverse and works with children who vary in ability and background.

She was and still is a "surrogate mother" to me and my child.

His eagerness to see that a child is successful.

Parents were asked about the ways NTL teachers keep them informed about student progress. Following are some of their replies:

She sends a progress report that parents have to sign. She also calls parents.

There is a monthly classroom newsletter.

Midterm reports and phone contacts.

She sends computer-generated reports.

She makes it known that she is reachable by phone, e-mail or in person.

He calls in the evenings and on weekends when her daughter needs extra help or when she has done something exceptional.

He sends a letter to parents at the beginning of the year.

Daily notebooks – sent home everyday

Summer and winter get togethers for present and former students and their parents.

I'm up at school a lot and he's always available for me and has time to talk.

Every day he sends home letters.

Students of NTL Teachers

Two students of each NTL teacher were interviewed during the school visits. The purpose of these interviews was to obtain information about the lessons taught during the observations. The student interviews were reviewed by raters during the scoring process as a source of evidence to assign ratings on the standards and dimensions. Therefore, there is no specific information from the student interviews that bear on research questions other than those pertaining to NTL teachers' performances on the dimensions and standards. See pages 217 to 229 in Appendix D for a complete list of student responses.

NTL Strengths, Weaknesses and Suggestions for Improvement

NTL teachers were asked four questions about the quality and content of the NTL program. There were as follows:

- Are there other topics that should be included in the NTL curriculum?
- What are the greatest strengths of the NTL program?

- What are the greatest weaknesses of the NTL program?
- What suggestions would you make to improve the NTL program?

Curriculum Recommendations

NTL teachers shared their ideas about additional topics to include in the curriculum or to change the emphasis placed on topics already in the curriculum. Following are some of he suggested modifications. A complete list may be found on pages 157 and 158 in Appendix D.

Utilizing the internet as an additional resource.

Pre-planning units of instruction to meet entry requirements.

More intense study of student work.

More discussion about how differentiated instruction affects teaching.

More emphasis on developing writing skills.

Ways to work with staff to improve relationships at school.

Tailor the videos/readings/discussion to the unique need of candidates.

Insure that the portfolio is the product of the teacher and not the facilitator.

Fewer off-topic readings.

Strengths of the NTL Program

The 14 NTL teachers produced a lengthy list of program strengths, some of which are found below. For a review of the entire list, see pages 159 and 160 in Appendix D.

Small size of cohort group – low candidate to facilitator ratio.

On-going professional development.
Empowering teachers' growth as professionals.

The confluence of intelligent, dedicated, hard-working professionals.

The atmosphere of respect.

High expectations and standards for portfolio work.

Skills of the coordinators.

The time our mentors were able to give us.

Resource library of the Quest Center.

Lynn and Allen.

Weaknesses of the NTL Program

The follow-up question to program strengths asked about any perceived weaknesses in the NTL program. Following are just a few of the responses to that question. The complete list of responses may be found on pages 160 and 161 in Appendix D.

Overload of homework assignments.

Over-editing of entries.

The incredible amount of time and work involved in the portfolio/assessment center.

Time spent reading, talking about, watching, and listening to information not directly related to candidate's area of specialization.

Structure or organization of class time.

Suggestions for Improving the NTL Program

NTL teachers were given the opportunity to follow-up on the strengths and weakness of NTL with their suggestions for program improvement. Following are some of the suggestions they offered. A complete list of recommended improvements may be found on pages 161 and 162 in Appendix D.

Practice videotaping earlier (summer or early fall).

Focus more on completing entries.

Offer option days in which candidates can choose to come or not.
Spend more time upfront and early on in developing writing skills.

Bring in recognized experts to speak on salient issues.

Meet once a week without monthly Saturday meetings.

Do KWLs – survey/assess needs and interests.

More one-on-one meeting time with facilitators.

Have small group meetings organized around shared interests, problems, and concerns.

Straighten out the video camera situation.

Help the program grow to serve all who make good candidates.

Future Plans of NTL Teachers

The majority of NTL National Board certified teachers have many working years ahead of them. Now that they have achieved one of the highest honors in elementary and secondary education, where do they go from here? That question was asked of NTL teachers in the teacher survey. Some of their answers are listed below. For a complete list of responses, see pages 158 and 159 in Appendix D.

14. In terms of your career in education, where do you see yourself in five years?

In the classroom doing exactly what I do now.

I see myself continuing to grow as a teacher.

I will continue to be active in professional development and curriculum. If possible, I would like to do that full-time.

I see myself teaching in a school where all teachers use "best practices."

I will probably be a principal or assistant principal.

I will be teaching, mentoring and consulting.

I hope to be working with the union and community organizations in educating parents and teachers about "best practices."

I would like to be facilitating in NTL, as I now am.

I definitely do not want to be in administration.

DISCUSSION

By all measures used in this study of 14 Quest NTL certified teachers, it would be accurate to conclude that, as a group, they are exemplary teachers. On every criterion upon which judgments were made, whether by trained outside observers, fellow teachers, students, principals or parents, NTL teachers were rated as highly distinguished.

Performance on Standards and Dimensions

The ratings assigned by the observers/interviewers based on six hours of classroom observation, interviews, and the responses to the teacher survey, all averaged above "3" on the 12 Dimensions of Teaching Expertise and 11 Illinois Professional Teaching Standards. Considering that a score of 2.5 represents competent performance, the fact that the average ratings were nearly all a full point above the competent level, suggests that, as a group, NTL teachers would be considered "masters" at their craft.

The top rated standards were related to professionalism and content knowledge. The findings indicate that NTL teachers possess unusual expertise in the subject areas that they teach and know how to make that content meaningful to their students. Further, NTL teachers maintain high standards of professionalism through contributing to their learning communities and providing leadership within and outside their schools. Most NTL teachers are active in school improvement activities, curriculum work, staff development, policy design, professional organizations, the Chicago Teachers Union, and community organizations. NTL teachers are perceived by their principals, fellow teachers and colleagues as leaders in the teaching profession.

The highest rated of the Dimensions of Teaching Expertise were level of caring for students, enthusiasm for teaching and learning, and understanding of subject matter. On these three dimensions, the ratings averaged above 3.5, indicating exceptional performance. The results clearly reveal that NTL teachers are committed to their students and to their profession and they demonstrate this commitment day in and day out.

With few exceptions NTL teachers scored in the 3.5 range on most of the dimensions and standards. While some were higher (those previously discussed) and a few lower, 16 of the 23 dimensions and standards were only slightly over a tenth of a point apart, a difference that was not statistically significant. Even the lowest rated standards fell within the distinguished level of performance.

The dimensions and standards that ranked at or near the bottom on the two scales were classroom management and student assessment. The ratings on classroom management-related standards and dimensions were significantly lower than all other ratings. This finding suggests that, even though NTL teachers are in the "competent" to "distinguished" range in the management of student behavior, their skills and abilities in classroom management are not as highly developed as the other dimensions and standards. The lower performance rating on classroom management is not unique to NTL teachers. Other studies, including one conducted

by the Principal Investigator of first- and second-year teachers in the Chicago Public Schools, have revealed a similar pattern. In that study the performance levels on classroom management averaged lower than for the NTL group, but the ranking relative to other standards was the same, with classroom management at the bottom of the list.

Best Practices in Teaching

No discussion of teaching expertise is complete without consideration of the topic of "best practices." The NTL professional development program stresses the use of teaching practices that are grounded in educational research. In this study, the observers/interviewers were instructed to record any evidence of best practices during their observations. Additionally, they were to question NTL teachers, their colleagues and principals about NTL teachers' use of teaching practices that contribute to positive learning outcomes.

The evidence on the use of best practices is compelling. The observation data and responses to post-observation interview questions indicate that NTL teachers not only know best practices in teaching, they apply them routinely during instruction. Examples include hands-on constructivist learning; varying instruction based on learning styles, abilities, and intelligences; emphasis on higher-order thinking; the use of developmentally appropriate materials; a preponderance of individual and small group instruction; continuous assessment and reteaching; student journals; peer partnering; and cooperative learning. These are just a few of the best practices observed during the two-day visits.

Principals confirmed the observations and teacher self-reports on the use of research-based best practices in teaching. Every principal (14 in all) responded "yes" to the question -- "Did (teacher name) use what would be considered 'best practices' in the lesson(s) you observed?" Some best practices cited by the principals were: aligning lessons to standards; highly individualized instruction; teaching higher-order thinking; addressing all intelligences; using machine mathematics; and breaking concepts down in order for students to understand better.

Contributions to the Learning Community

The evidence from self-reports and from external sources show that NTL teachers have in the past and continue to make significant contributions to the learning community. Principals, colleagues, and NTL teachers all report a variety of professional contributions both within and outside their schools. NTL teachers were contributors to their learning communities prior to NB certification and those contributions have increased since certification because they are now recognized as teacher leaders whose expertise and example can benefit others in the educational community.

There are no hard data from this study comparing the professional contributions of NTL certified teachers to other teachers with comparable seniority. However, it appears from the Teacher Survey and from the colleague and principal interviews that the NTL group is more active in their profession than other teachers. The high level of involvement of NTL teachers may be attributed to several factors. First, they are teachers who have a passion for teaching and learning and are dedicated to the betterment of their profession. Beyond that, it is probable that

their involvement in NTL professional development and subsequent achievement of NB certification only heightened their sense of responsibility and commitment to education, resulting in increased contributions to the larger learning community.

The NTL Program

Several of the research questions addressed by this study were specific to the NTL program. They were as follow:

- What factors contributed to the high success rate of the CTU Quest Center NTL Project?
- What were the primary motives for NTL teachers to participate in the NTL Project and seek NB certification?
- How do NTL teachers intend to stay involved in the NTL professional development and mentoring process?

The results from these questions reflect positively on the NTL professional development experience. Most principals and colleagues believed that the NTL teachers were excellent teachers before their participation in the NTL project. However, they reported that the NTL teachers were even better now for having completed NTL and NB certification. Two-thirds of colleagues and over four-fifths of principals made this assertion. NTL teachers as a group agreed with this conclusion. Most (84%) believed they would have been unable to achieve NB certification without NTL participation. They cited peer support and professional development as key elements in their success and credit the NTL staff and the rigor of the process for the high certification achievement rate.

Perceptions of Significant Others

NTL teachers enjoy the respect and admiration of their students, students' parents, principals and fellow teachers. It is obvious from the results of the interviews that these groups hold NTL teachers in high regard. They see them as extraordinarily caring and talented people who go beyond the norm in teaching their students and in contributing to their learning communities. Fellow teachers see their NTL counterparts as models to be emulated.

Principals appreciate their NTL teachers for most of the same reasons as their colleagues. When principals look to teachers for leadership in school improvement they often turn to their NTL teachers. They realize their commitment to the profession and their willingness to exert extra efforts to achieve results. Therein lies a potential problem for NTL teachers and others like them. They are the ones often asked to take on extra assignments simply because those who ask know they will do quality work. Too often this propensity to ask more and more of the capable and willing few, results in professional burnout. Considering how involved NTL teachers are with school, NTL training, district, and professional organization commitments, there is a danger of excessive demand leading to diminished energy and ultimate withdrawal from all but classroom instruction.

National Board Certification

Up to this point most of the discussion has related directly to the NTL program. But what about National Board certification itself? After all, that is the reason NTL teachers were willing to endure a rigorous and demanding 13 month staff development program.

By all accounts it would appear that NB certification is a highly valued goal of many teachers and is recognized by most as a worthy accomplishment. Nearly all of the colleagues of NTL teachers recognize the difficulty of achieving NB certification and expressed admiration for those who had achieved certification status. In the interview group, however, there were some who felt that NB certification was not worth the effort for them personally. It should also be mentioned that a few colleagues appeared to harbor resentments of those who had achieved NB certification, for reasons that were not always clear. In some of the interviews there was an undertone of envy that could be related to the recognition accorded to NTL teachers upon certification. On the other hand, it may be related to the simple fact that one of their peers had excelled. As unfortunate as it may be, it is not uncommon for people who achieve to bear the brunt of resentment from those with whom they work.

Principals, as a group, endorsed the NB certification concept believing that it could improve the overall quality of teaching and teachers. They tended to view NB certified teachers as valuable resources to be used for all forms of school improvement activities. There were a few principals, however, who made supportive comments about NB certification but, at the same time, appeared unenthusiastic in support of what their NTL teacher had achieved. While it is difficult for interviewers who spend a mere two days in a school to know the dynamics of the human relationships in that setting, one may speculate, based on experience, that there are principals who envy those who excel and who feel threatened by teachers who stand out because of their positive accomplishments. If that is the case with a few of the principals interviewed in this study, it would not be unique to NB certified teachers nor to the Chicago Public Schools.

National Board certification is viewed positively by city hall because Mayor Daley sits on the Board of Directors of the National Board. He is the only large city major accorded such a position. In the winter of 2000, Mayor Daley honored NB teachers at a news conference and reception where each teacher received a cash award of $3000. Interestingly, CPS as an institution has yet to similarly honor its NB certified teachers.

Improving the NTL Program

The NTL program has received high marks from teachers who completed the process and from their principals and colleagues. However, there is room for improvement with the NTL program. One purpose of the study was to use the results formatively and summatively to make the NTL experience an even better one for present and future NB certification candidates.

Most of the features of the program should remain unchanged, according to those who have completed the process. NTL teachers praised the small size of the cohort groups, which allowed for a low candidate-facilitator ratio. They also found the atmosphere to be highly supportive, thus empowering candidates to grow as professional educators. An often cited strength was the

quality of the leadership personnel who guided candidates through rigorous professional development experiences leading to NB certification.

The recommendations for change included modifications to the curriculum and to the NTL process. The existing curriculum. while basically sound, could be strengthened by such means as greater use of internet resources, more emphasis on the analysis of student work, fewer off-topic readings, emphasis on ways to improve school relationships, and more content on classroom management. Recommended process changes would give candidates more options to select from, use outside experts, provide more individual time with facilitators, and revise the schedule to do more writing and videotaping earlier in the 13-month program.

A review of the full list of recommended changes indicates that the NTL program, while currently doing an exceptional job of meeting candidates professional development needs, can be strengthened by fine-tuning. However, no major changes in the program appear obvious from the results of this study.

The Future of NTL Teachers

The Results section of this report included some of the answers from NTL teachers to a question concerning their plans for the future. Specifically, NTL teachers were asked to look forward five years and speculate where their careers would be at that time. It was gratifying to note that nearly all NTL teachers saw themselves still active in classroom teaching and in making contributions to the larger learning community five years from now. In addition to their continued involvement with students, NTL teachers identified ways they would like to help others grow professionally in their future roles such as functioning as mentors, staff developers, consultants, and role models. One could conclude that this passion for teaching and for contributing to the learning community was, in part, a product of NTL participation in pursuit of NB certification.

APPENDIX A

Letters to Principals
Teacher Packet
Observer/Interviewer Packet

January 22, 2001

Dear Principal:

You and your school community have supported a teacher who has achieved in the National Board for Professional Teaching standards certification process. We are now seeking your support in a study that will focus on specific strategies that National Board certified teachers use to advance student achievement. The CTU Quest Center's *Nurturing Teacher Leadership* program that supported the teacher from your school (has a 94% success rate, almost double that of the achievement rate nationally) will initiate an evaluation of their program also. Together, the report on classroom strategies and the evaluation of the support program will become case study models for other groups, schools, and teachers to emulate. The Chicago Public Schools and The Chicago Teachers Union are supporting this effort.

Dr. James Nighswander, a researcher who has done excellent evaluations of other programs for CPS, (i.e., MINT) will conduct the studies. He will contact you with further details and arrange a time to meet. Teachers have already been contacted, and in a meeting with the researcher, have agreed to be a part of the study. The research will consist of surveys, interviews, and two days of classroom observations. Observers have been trained, and will in no way impede the normal operations of the daily routine.

Thanks in advance for your willingness to participate and support programs that will assist in the continued improvement of achievement for Chicago's children.

Sincerely

Cozette Buckney, PHD
Chief Education Officer
Chicago Public Schools

Thomas H. Reece, President
Chicago Teachers Union

February 27, 2001

Mr. Max Mancuso
Disney School
4140 N. Marine
Chicago, IL 60613

Dear Mr. Mancuso :

Several weeks ago you received a letter from Dr. Cozette Buckney (Chief Education Officer) and Thomas Reece (President of CTU) regarding a study of National Board certified teachers. One of those teachers, Ms. Marcey Regan, is a member of your teaching staff. A team of two researchers is scheduled to visit your school on March 6 and 7 to observe Ms. Regan and to interview two students, two fellow teachers and two parents. In addition, they would like to spend about 30 minutes conducting an interview with you at a time of your convenience during the two-day visit.

The two researchers scheduled to visit the school to conduct the observations and interviews are Ms. Annette Calhoun and Mr. Otto Fafoglia. They will arrive at your building at least 30 minutes before classes begin on the first day of their visit, check-in at the office, and introduce themselves to you. One of the pair will schedule and conduct the interview with you. All other interviews will be scheduled by your National Board certified teacher.

We appreciate your cooperation in conducting this important study of the CTU Quest Center *Nurturing Teacher Leadership* program. If you have any questions regarding the study, please call or send an email (1-800-624-1168 or jnighs@aol.com).

Thank you.

Sincerely

James K. Nighswander, Ph.D.
Principal Investigator
CTU Quest NTL Study

February 5, 2001

Erin W. Roche
1617 S. Newberry
Chicago, IL 60608

Dear Erin:

Plans are being finalized for the study of National Board certified teachers who have completed the CTU Quest Center *Nurturing Teacher Leadership* (NTL) program. You are one of 14 teachers who are asked to participate in the study. Your participation will be of tremendous help as we attempt to conduct a thorough, scientifically sound, and fair study. The information we hope to gain through this study will be of substantial value to the Quest Center NTL program and its sponsors.

The study will be based on what is learned from the NTL teachers who have completed the National Board's assessments. Through direct observation, face-to-face interviews, questionnaires and survey instruments, we will collect information on teaching practices, attitudes, professional contributions, and student learning.

We will collect data on two consecutive school days beginning in late February. We want to visit your classroom during the time you are teaching a unit of instruction that you specify.

You are asked to complete the following tasks as a participant in this study:

1. Identify and describe a unit of instruction that you will teach some time between the end of February and mid March. We define a unit of instruction as instruction focused on a specific topic that spans at least two weeks and includes at least five lessons. If you teach a subject or group of students for which a unit of this nature is ill-suited, some deviation is allowed. See the Unit of Instruction form for details.

2. Allow us to send a team of two researchers who will spend no more than six hours (over two days) in your classroom during the time you are teaching. The visits to your classroom would be scheduled on days that are mutually agreeable.

3. Participate in a pre-observation interview (about 15 minutes), during which we hope to learn about your goals and objectives for the teaching that we observe.

4. Participate in a post-observation interview (about 30 minutes) to learn about your views on teaching, and obtain information about your students.

5. Allow us to talk to two of your students (as age appropriate) whom we have observed during our visits to your classroom. We will ask your students about their learning. The information these students provide will be held in strict confidence; no individual students will be identified by name in any of our reports.

6. Allow us to talk to two parents and two fellow teachers (you make the selections).

7. Collect and provide us with work samples, artifacts, assessments, and assignments (as appropriate) that are products resulting from the delivery of your unit of instruction. These samples will be collected by the observers during their visits.

8. Complete a questionnaire about yourself concerning your contributions to the learning community, your views on teaching as a profession, your experiences in the NTL program, and the instructional strategies you employ.

All of the information you, your students, parents and colleagues provide to us will be held in strict confidence. If you will allow us to, we will acknowledge our appreciation of your participation in this study in our final report.

I am enclosing with this letter, 1) an agreement form for you to sign, 2) a form on which you are asked to describe the unit of instruction we are to observe, 3) an information form that requests information about your school and your daily schedule, 4) a survey instrument, and 5) instructions for reporting assignments and collecting work samples. Please complete these materials and return them to us by February 16, 2001, (earlier if possible) in the enclosed prepaid envelope. Soon after receiving your materials we will contact you to schedule our visit.

If you have any questions at all about this study please contact me at 1-800-624-1168 or via e-mail at jnighs@aol.com. Again, we very much appreciate your willingness to be a part of this study and look forward to working with you.

Sincerely

James K. Nighswander, Ph.D.
Principal Investigator
CTU Quest NTL Study

Agreement

By my signature below, I agree to participate fully in the CTU Quest Center *Nurturing Teacher Leadership Study* according to the terms specified in the attached letter. I will allow two researchers to observe my teaching on two consecutive days that are mutually agreeable. I will participate in three interviews, not to exceed a total of one hour. I will also complete a survey questionnaire. I will define a unit of instruction (as appropriate), provide copies of all assignments I give my students during that unit of instruction and collect samples of student work for submission to the researchers. I will identify two students, two parents and two fellow teachers to be interviewed by the researchers. I will send some of these materials in the attached postage-paid envelope by February 16, 2001 (earlier, if possible) and provide the other materials to the researchers on the second day of data collection.

_____ _____

SIGNED DATE

Materials to return in the enclosed envelope by February 16:

Signed Agreement form

Unit of Instruction

Teacher Information Sheet – school and class schedule

a) names of two students to interview and times

b) names of two parents to interview and times

c) names of two colleagues to interview and times

Completed Teacher Survey

Materials to provide to the researchers at the conclusion of their visit:

Assignment log

Samples of student work – eg. writing samples, assignments, assessments, projects, artifacts, etc.

If you have any questions about your participation in the study, please call or e-mail Dr. James Nighswander at 1-800-624-1168 – jnighs@aol.com.

TEACHER INFORMATION SHEET

Name: _____

Home Address: _____

_____

Home Telephone: _____

E-Mail: _____

School Name: _____

School Address: _____

_____

School Telephone: _____

School Fax: _____

School E-Mail: _____

School Principal: _____

Your Room #: _____

What is the best way to contact you?

What is the best time of day to contact you?

Please provide your daily class schedule. If you schedule is not the same from day to day, we will contact you just prior to our visit to get your schedule for those two days.

Names of Those to Be Interviewed

Students (as age appropriate)	Time
1. _____	_____
2. _____	_____

Parents	Time
1. _____	_____
2. _____	_____

Colleagues	Time
1. _____	_____
2. _____	_____

Please return this form in the enclosed envelope.

Description of a Unit of Instruction

Name: _____ **School:** _____

Please describe the unit of instruction* that you would like for us to observe. In your description, include reference to the following items:

1. Unit title (if you have selected one).
2. Approximate length of the unit (number of lessons).
3. The standards (CAS) and framework statements (CFS) you will pursue during the lessons to be observed (if CASs and CFSs have been developed for the subjects that you teach).
4. Instructional content (specific) to be addressed.
5. Concepts you expect students to learn.
6. Plans for assessing student learning.
7. How you will accommodate individual differences.
8. Descriptions of the samples of student work (products) that will result from the unit.

***If your curriculum is organized in such a way that you do not teach "units of instruction", please use this form to describe what the observer will probably see, instructionally speaking, during the observation. It is understood that early childhood, special education and perhaps teachers in other areas as well, may use different planning models than the typical unit of instruction containing 5-8 lessons. If that is the case in your teaching situation, please feel free to deviate from the above format and topics.**

Please attach this cover sheet to your Unit of Instruction.

TEACHER SURVEY – CTU QUEST NTL STUDY

Name: _____ **School:** _____ **Date:** _____

Instructions: The purpose of this survey is to seek your judgments and learn about a)your reasons for seeking National Board Certification; b) the contributions the Nurturing Teacher Leadership Program made to your certification and professional development; c) your perceptions of the NTL program and d) your experiences as a National Board Certified Teacher since achieving certification. Your responses will be kept strictly confidential. The results are to be used only for NTL program evaluation purposes.

---

1. Why are you in teaching?

2. What indispensable message do you want to communicate to your students?

3. What do you want your students ultimately to become?

4. What were your motives for seeking National Board certification?

5. What were your motives for participating in the NTL program?

6. Do you think you would have been able to achieve National Board certification without the NTL experience?

Definitely Yes	Probably	Probably Not	Definitely Not
☐	☐	☐	☐

7. NTL teachers who have pursued National Board certification have a certification rate of 94% as compared to 50.8% nationally. How do you account for such a large difference?

8. Do you think you are a better teacher for having participated in the NTL program?

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐

Please explain:

9. Do you think you and other National Board certified teachers in CPS are given the recognition that is deserved?

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐

Explain:

10. How do you plan to (or continue to) stay involved in the NTL program now that you have earned National Board certification?

11. If you had it to do over again, would you participate in the NTL program?

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐

12. If you had to identify a single NTL experience that helped you grow professionally, what would it be?

13. Are there other topics that should be included in the NTL curriculum?

Yes ☐ No ☐

If "yes," please describe:

14. In terms of your career in education, where do you see yourself in five years?

15. In your opinion, what are the greatest **strengths** of the NTL program?

16. What are the greatest **weaknesses** of the NTL program?

17. What suggestions would you make to **improve** the NTL program?

18. Describe how your school and district (CPS) have benefited from your expertise as a National Board Certified teacher.
Examples may include:
    - conducting professional development workshops for the instructional staff at your school;
    - mentoring less experienced, beginning or less effective teachers at your school;
    - working on school-wide committees that address school improvement issues;
    - working in your school with other teachers who are seeking National Board certification; or
    - working on special projects within your school.

19. Have you worked in any other special capacity for your school and district as a result of your National Board Certification?

Yes	No
☐	☐

If "yes", please describe.

20. Describe how any of the following have benefited from your expertise as a National Board Certified Teacher:
    a) Nearby school districts
    b) Illinois State Board of Education
    c) Regional or National Professional Organizations
    d) Chicago Teachers' Union
    e) Universities
    f) Other

21. Describe how you think your school, district, state, union, professional organizations and universities **should** seek your expertise as a National Board Certified Teacher.
    Examples may include:
    - conducting professional development workshops for the instructional staff, acting as mentor with less experienced, beginning or less effective teachers at your school;
    - being placed on school-wide committees that address school improvement issues;
    - working with other teachers who are seeking National Board certification;
    - being involved in the origination and/or execution of special projects;
    - serving in any other capacity within your school;
    - other.

22. Describe any professional opportunities you have experienced as a result of becoming National Board certified. A few examples of such opportunities would be: leadership positions, mentoring positions; advising positions to your school's principal; being promoted to an administrative position; or any other professional opportunities that you may have experienced in your school, in the district, with your union, or with professional organizations.

23. Describe any recognition you have received as a result of becoming National Board certified. A few examples of recognition are things like monetary compensation in the form of a cash gift, scholarship money, continuing education funds, a gift certificate either for personal use or for classroom supplies; a public award such as a plaque or the appearance of your name on the school marquee or bulletin board; verbal commendation such as recognition given during school announcements, a meeting, or a school-wide assembly, a written commendation in a school newspaper or newsletter or letters of congratulations.

Return the completed survey in the enclosed envelope.

February 5, 2001

Ms. Phyllis Johnston
1409 Meadow Lane
Glenview, IL 60025

Dear Phyllis:

I am pleased that you have agreed to serve as an observer/interviewer for the CTU Quest Center *Nurturing Teacher Leadership* (NTL) study. In preparation for the study, I am enclosing several items related to our upcoming training and data collection. The first document contains two chapters from a recently completed study of National Board certified teachers. These chapters include a review of literature and a discussion of 13 dimensions of teaching expertise. In our study we will collect data and then rate teachers on these same dimensions. You are encouraged to read these chapters prior to the training sessions.

The second enclosure is an information sheet you are asked to complete and return to me at your earliest convenience in the enclosed envelope. If you have not already submitted a resume/vita to me, please send one along with the information sheet.

Calendars for February and March are also enclosed. Please note on these calendars any dates between February 19 and March 16 that you will **NOT** be available for data collection. You will note that February 16 and 17 and March 21-23 are dates that you must be available for training and scoring purposes. The third day set aside for scoring may not be needed but we will not know for certain until the end of the second day.

The last enclosure is an Agreement Form that sets forth the conditions of your contract with Educational Learning Resources, Inc. Two copies are enclosed, one to be signed and returned and the other for your files.

Our training sessions on February 16 and 17 are to be held at the Chicago Teachers Union offices on the 4th floor of the Merchandise Mart from 9:00AM until 3:30PM. Lunch will be provided on both days. By the end of the second day (February 17th), the data collection assignments and dates will be provided to you.

If you have any questions please call or send an e-mail (1-800-624-1168 or jnighs@aol.com). I look forward to seeing you on February 16th and to working with you during the course of the study.

Sincerely,

James K. Nighswander, PhD
Principal Investigator
CTU Quest Center NTL Study

Enc. 5

INSTRUCTIONS TO OBSERVERS/INTERVIEWERS

- Call or e-mail your assigned teachers a few days before the visits to confirm arrangements.
- Arrive at the school at least 30 minutes before the starting bell to do the pre-observation interview and handle last minute logistics.
- Before data collection in the classroom, decide with your fellow team member the observation forms each of you will use and when the switch in use will occur.
- Decide with your fellow team member the interview assignments.
- Use one camera for all photographs during a single visit.
- Upon completion of the visit and preparation of the Teacher Biography, make copies of all materials and then submit originals in a return envelope.
- Keep track of your postage and duplication expenses and you will be reimbursed.
- Report any problems or matters of concern to Jim Nighswander – 1-800-624-1168 or jnighs@aol.com.

GUIDELINES ON PHOTOGRAPHS

Following are guidelines on taking photographs during the school visits:

- Take 3 to 4 pictures of the teacher but not while students are present.
- Do not take pictures of students or of any other school personnel.
- Take several pictures of the classroom showing bulletin board, seating arrangements, etc.
- Take several outside pictures of the school. It is OK to have people in the pictures if they are at a distance.
- Take pictures of any work samples or student products that cannot leave the school eg. art or science projects, displays, posters, etc.
- Use the same camera for all pictures taken during a teacher visit.
- When you return your camera, note the names of teachers, the camera number and your name.
- Arrangements will be made to personally collect the cameras.

CAMERA ASSIGNMENTS
NTL Study Observers/Interviewers

1. Mr. Richard Bradley
   8836 South Calumet Avenue
   Chicago, IL 60619
   773-783-2197
   rbtc1@aol.com

2. Ms. Annette Calhoun
   3430 Golfview Drive
   Hazel Crest, IL 60429
   708-957-0094
   ahowcal@gateway.net

3. Mr. James Cunningham
   10713 So. Keeler Ave.
   Oak Lawn, IL 60453
   708-636-6397
   dancewine@aol.com

4. Mr. Otto Fafoglia
   816 Oxford Drive
   Chatham, IL 62629
   217-483-3530
   ottfafog@cs.com

5. Ms. Karen Jaros-Doria
   10841 Cantigny Road
   Countryside, IL 60525
   708-784-9897
   kjdoria@yahoo.com

6. Ms. Phyllis Johnston
   1409 Meadow Lane
   Glenview, IL 60025

7. Dr. James Nighswander
   1304 Pine Valley Court
   Springfield, IL 62704
   1-800-624-1168
   jnighs@aol.com

8. Mrs. Carol Wooley
   4800 S. Chicago Beach Dr.
   Apt. 1104S
   Chicago, IL 60615
   773-536-1627

Brief NTL Teacher Biography

Instructions: Team members are asked to compile a brief biography of the NTL teacher who was the focus of the observations and interviews. These biographies are to contain **factual** information about the teacher, school, students and the lessons that were observed. They are to be written narratively, as opposed to a list of facts. If possible, submit the biographies in type written form.

The sources of information are identified adjacent to the items addressed in the biography. Please adhere rather closely to the order in which the information is listed.

Although the division of work is at the discretion of the two team members, it is suggested that one person write the Teacher Information, Student Information and School Information and the other write the Instructional Information.

Teacher Information (see Post-Observation NB Teacher Interview Protocol)

- Name
- Teaching assignment
- Classroom #
- School
- Region
- Educational Background
- Work experience
- National Board certification

Student Information (see Post-Observation NB Teacher Interview Protocol)

- Class size(s)
- Description of students taught
- Classroom environment (see Assessment of the Classroom Learning Environment)

School Information (see Principal Interview Protocol)

- Physical description – eg. age, condition, neighborhood, etc. (personal observation)
- Grade configuration
- Enrollment
- Principal
- Staff information
- Description of community/students served

Instructional Information (see observations and interview protocols)

- Description of the lessons observed eg. content, subject, goals, etc.
- Brief description of instructional activities/strategies observed
- Work samples/products resulting from the observed lessons/unit
- Assessments (formal and informal) used to assess learning from lessons/unit

NTL Study Observers/Interviewers

Mr. Richard Bradley
8836 South Calumet Avenue
Chicago, IL 60619
773-783-2197
rbtc1@aol.com

Ms. Annette Calhoun
3430 Golfview Drive
Hazel Crest, IL 60429
708-957-0094
ahowcal@gateway.net

Mr. James Cunningham
10713 So. Keeler Ave.
Oak Lawn, IL 60453
708-636-6397
dancewine@aol.com

Mr. Otto Fafoglia
816 Oxford Drive
Chatham, IL 62629
217-483-3530
ottfafog@cs.com

Ms. Karen Jaros-Doria
10841 Cantigny Road
Countryside, IL 60525
708-784-9897
kjdoria@yahoo.com

Ms. Phyllis Johnston
1409 Meadow Lane
Glenview, IL 60025

Dr. James Nighswander
1304 Pine Valley Court
Springfield, IL 62704
1-800-624-1168
jnighs@aol.com

Mrs. Carol Wooley
4800 S. Chicago Beach Dr.
Apt. 1104S
Chicago, IL 60615
773-536-1627

INSTRUCTIONS TO OBSERVERS/INTERVIEWERS

- Call or e-mail your assigned teachers a few days before the visits to confirm arrangements.
- Arrive at the school at least 30 minutes before the starting bell to do the pre-observation interview and handle last minute logistics.
- Before data collection in the classroom, decide with your fellow team member the observation forms each of you will use and when the switch in use will occur.
- Decide with your fellow team member the interview assignments.
- Use one camera for all photographs during a single visit.
- Upon completion of the visit and preparation of the Teacher Biography, make copies of all materials and then submit originals in a return envelope.
- Keep track of your postage and duplication expenses and you will be reimbursed.
- Report any problems or matters of concern to Jim Nighswander – 1-800-624-1168 or jnighs@aol.com.

WORK SESSION SCHEDULES -- NTL EVALUATION STUDY

Wednesday, March 21

9:15 –10:00	Overview and Discussion of the Three-Day Work Session
10:00 –11:45	Editing and File Review
11:45-12:30	**LUNCH**
12:30- 4:15	Continue Editing and File Review
4:15 - 4:30	Wrap-up Discussion and Adjournment

Thursday, March 22

9:15 – 9:30	Orientation to the Day's Activities
	Presentations:
9:30–10:15	Jean Becker
10:15–11:00	Chris Bruggeman
11:00-11:45	Janet Caluris
11:45-12:30	**LUNCH**
12:30- 1:15	Valerie Collins
1:15 - 2:00	Linda Comminos
2 :00 -2:45	Christine Fransen
2:45 – 3:30	Elizabeth Giesen
3:30 – 4:15	Victor Harbison
4:15 – 4:30	Wrap-Up Discussion and Adjournment

Friday, March 23

9:15 – 9:30	Orientation to the Day's Activities
	Presentations:
9:30 –10:15	Gloria Henllan-Jones
10:15-11:00	Richard Joseph
11:00-11:45	Marcey Regan
11:45-12:30	**LUNCH**
12 :30- 1:15	Erin Roche
1:15 – 2:00	Marjorie Rogasner
2:00 – 2:45	Luis Soria
2:45 – 3:00	**BREAK**
3:00 – 4:00	Group Discussion
4:00 - 4:30	Wrap-Up, Submission of Expenses and Adjournment

Instructions: Edit and File Review – NTL Evaluation Study

- Edit your observation and interview materials first, followed by review of files for ratings purposes.
- In editing, make all changes in red.
- Remove all evaluative comments from the biographies. They are to be objective and descriptive.
- After completing the editing process, review file contents in order to assign ratings on dimensions and standards.
- As you edit and review files, keep all papers/forms/protocols etc. in their proper order. Please do not add or remove information from a folder without an OK.
- Ratings may be changed up to adjournment on Friday.
- As you make your ratings, cite evidence on the designated forms.
- Do not share/discuss your ratings with other raters. If you discuss a teacher you observed with your fellow observer, avoid any references to ratings.
- Use the white forms for rating the people you observed and the blue forms for others.
- You will have six 45-minute time blocks on Thursday and Friday during which you will not conduct or participate in the presentations. This is time to be used to review files and assign ratings.
- File your ratings materials in your personal folder at the end of the day.

Instructions for Thursday and Friday Presentations

- The two observers/interviewers will share responsibility for the presentation.
- This is the opportunity to be judgmental – discuss the teachers strengths and weaknesses.
- Do not discuss your ratings of the teacher. Each rater is to arrive at his/her conclusions based on file reviews and presentations.
- Allow time for questions from those who did not observe the teacher.
- Ratings may be assigned before the presentations but should be examined in light of the information provided by the observers/interviewers of that teacher.
- Be conscious of time! You have only 45 minutes to review and discuss the teacher.
- Be even-handed in your presentations. Avoid dwelling too long on any single teacher-related topic – whether positive or negative in nature.
- Focus attention on "best practices" used by the teacher during the lessons you observed.

ASSIGNMENTS FOR THE RATINGS PROCESS – NTL STUDY

Teachers / **Raters**

	Karen	Jim C.	Richard	Carol	Phyllis	Otto	Annette	Jim N.
Jean Becker	W	B	B				W	B
Chris Bruggeman	W	W	B				B	B
Janet Caluris		B		B		W	B	W
Valerie Collins	B		W	W	B			B
Linda Comminos	B			W		W	B	B
Christine Fransen		B	W		W	B		B
Elizabeth Giesen	W		B			B	B	W
Victor Harbison			B	B	B	W		W
Gloria Henllan-Jones		B		B	W		W	B
Richard Joseph	W	B	W		B			B
Marcey Regan	B				B	W	W	B
Erin Roche			B	B	W	W		B
Marjorie Rogasner		B		W	W	B		B
Luis Soria	B	W		W			B	B

BEST COPY AVAILABLE

Guidelines for Score Assignment

The following guidelines related to the evidence should be used to assign scores to cases per dimension and per standard.

As you assign scores, consider the following question: At which score level did I find the *preponderance* of evidence for this case?

Level 1 range score assignments can be made as a result of the following:

Missing evidence
Counter evidence
Negative evidence
Fatal flaw

Level 2 range score assignments can be made as a result of the following:

Sparse evidence
Inconsistent and/or conflicting evidence
Single instances
Competent (but not expert) performance

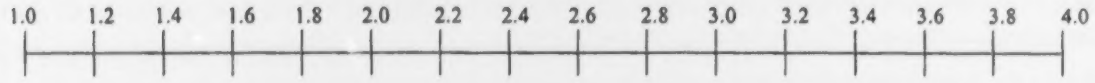
Level 3 range score assignments can be made as a result of the following:

Clear evidence
Consistent evidence
Sufficient evidence (some degree of evidence for all indicators)

Level 4 range score assignments can be made as a result of the following:

Abundant evidence
Convincing evidence
Sustained evidence

Scoring Scale



You must assign a score that is listed on this scale.

APPENDIX B

Standards
Dimensions
Rating Instruments and Rubrics

Illinois Professional Teaching Standards

1. Content Knowledge: The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

The teacher...

Knowledge

A. understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
B. understands the processes of inquiry central to the discipline.
C. understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
D. understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

Performance

1. evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
2. uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
3. engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
4. designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
5. anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
6. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
7. facilitates learning experiences that make connections to other content areas and to life and career experiences.

2. Human Development and Learning: The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

The teacher...

Knowledge

A. understands how students construct knowledge, acquire skills, and develop habits of mind.
B. understands the students' physical, social, emotional, ethical, and cognitive development influences learning.
C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
D. understands that differences in approaches to learning and performance interact with development.
E. understands how to include student development factors when making instructional decisions.

Performance

1. analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
2. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
3. introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

BEST COPY AVAILABLE

3. Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The teacher...

Knowledge

A. understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
B. understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
C. understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
E. understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Performance

1. facilitates a learning community in which individual differences are respected.
2. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
3. uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
4. uses cultural diversity and individual student experiences to enrich instruction.
5. uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
6. identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
7. identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

4. Planning for Instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

The teacher...

Knowledge

A. understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
B. understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
C. understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
D. understands when and how to adjust plans based on student responses and other contingencies.
E. understands how to integrate technology into classroom instruction.
F. understands how to review and evaluate educational technologies to determine instructional value.
G. understands how to use various technological tools to access and manage information.
H. understands the uses of technology to address student needs.

Performance

1. establishes expectations for student learning.
2. applies principles of scope and sequence when planning curriculum and instruction.
3. creates short-range and long-term plans to achieve the expectations for student learning.

BEST COPY AVAILABLE

4. creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
5. creates multiple learning activities that allow for variation in student learning styles and performance modes.
6. incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
7. creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
8. develops plans based on student responses and provides for different pathways based on student needs.
9. uses teaching resources and materials which have been evaluated for accuracy and usefulness.
10. accesses and uses a wide range of information and instructional technologies to enhance student learning.

5. Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The teacher...

Knowledge

A. understands principles of and strategies for effective classroom management.
B. understands how individuals influence groups and how groups function in society.
C. understands how to help students work cooperatively and productively in groups.
D. understands factors that influence motivation and engagement and how to help students become self-motivated.

Performance

1. maintains proper classroom decorum
2. maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
3. uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
4. analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
5. organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
6. engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

6. Instructional Delivery: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The teacher...

Knowledge

A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

BEST COPY AVAILABLE

Performance

1. evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
2. uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
3. monitors and adjusts strategies in response to learner feedback.
4. varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
5. develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. uses a wide range of instructional technologies to enhance student learning.
7. develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

7. Communication: The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher...

Knowledge

A. understands communication theory, language development, and the role of language in learning.
B. understands how cultural and gender differences can affect communication in the classroom
C. understands the social, intellectual, and political implications of language use and how they influence meaning.
D. understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance

1. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
2. uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
3. creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
4. communicates with and challenges students in a supportive manner and provides students with constructive feedback.
5. uses a variety of communication modes to effectively communicate with a diverse student population.
6. practices effective listening, conflict resolution, and group-facilitation skills as a team member.
7. communicates using a variety of communication tools to enrich learning opportunities.

8. Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

The teacher...

Knowledge

A. understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
B. understands the purposes, characteristics and limitations of different kinds of assessments.
C. understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
D. understands how to use the results of assessment to reflect on and modify teaching.

BEST COPY AVAILABLE

E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

Performance

1. uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
2. appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
3. involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
4. maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
5. uses appropriate technologies to monitor and assess student progress.

9. Collaborative Relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

The teacher...

Knowledge

A. understands schools as organizations within the larger community context.
B. understands the benefits, barriers and techniques involved in parent/family relationships.
C. understands school and work-based learning environments and the need for collaboration with business organizations in the community.
D. understands the collaborative process.
E. understands collaborative skills which are necessary to carry out the collaborative process.

Performance

1. initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
2. works with colleagues to develop an effective learning climate within the school.
3. participates in collaborative decision making and problem solving with other professionals to achieve student success.
4. develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
5. works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
6. identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
7. acts as an advocate for student needs.

BEST COPY AVAILABLE

10. Reflection and Professional Growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

The teacher...

Knowledge

A. understands that reflection is an integral part of professional growth and improvement of instruction.
B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
C. understands major areas of research on the learning process and resources that are available for professional development.

Performance

1. uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
2. collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
3. participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
4. actively seeks and collaboratively shares a variety of instructional resources with colleagues.

11. Professional Conduct and Leadership: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

The teacher...

Knowledge

A. understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
B. understands how school systems are organized and operate.
C. understands school policies and procedures.
D. understands legal issues in education.
E. understands the importance of active participation and leadership in professional education organizations.

Performance

1. contributes knowledge and expertise about teaching and learning to the profession.
2. follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
3. follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
4. initiates and develops educational projects and programs.
5. actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
6. participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.

BEST COPY AVAILABLE

The Ten Commandments of Observing and Interviewing

Thou shalt take advantage of the opportunity to learn from the mistakes of the observers and interviewers that came before you.

Strike a healthy balance between automated, robotic reading of a scripted performance and well-intended, empathetic colleague who ends up altering the teacher's behavior.

Effective observation and interviewing techniques require familiarity and practice so that the teacher is at ease, the lesson proceeds as it would without your presence, and the teacher and students feel that what they have shared is worthwhile.

Visualize the entire process, with a focus on how you will be present in the environment without altering it.

Be respectful of the teacher's efforts, integrity, and territory.

See the event through his or her eyes and emotions.

Follow the school and teacher rules.

Monitor to avoid the verbal and nonverbal exchange of information/judgments with the other observer.

Become aware, prior to the school visit, of the nonverbal ways you express both high interest and approval and boredom and disapproval.

Create a written self-inventory. Review it before each site visit, adding to it as you learn more about yourself.

Keep the role of neutral observer in mind. Monitor and adjust your behavior accordingly.

Remember that your most innocent, innocuous behavior could be misunderstood and redirect the teacher's behavior. (Whispering to ask your colleague for a pencil could make the teacher think she's made a mistake and you've noticed it.)

Politely but firmly limit information the teacher volunteers prior to the observation period.

If the teacher indicates he wishes you'd come at another time (the students have just finished a week of standardized testing and aren't their usual enthusiastic selves; the teacher was up all night with a sick child)...

Understand that the teacher is uneasy and needs reassurance.

If the teacher suggests that you "ignore student x – nobody has ever been able to do anything with her"...

Respond as quickly as possible to end the revelations. "We'll keep that information in mind," spoken as you walk away.

If the teacher suggests that you "sit with these students because they're always very helpful to our visitors"...

Respond with a "thank you but" that you need to sit in a place where you can observe without interacting.

Do not talk about the teacher while in the school setting. You will be overheard by someone.

Resist the temptation to make notes of great teaching ideas you want to replicate.

You simply won't have time.

You are there to observe and interview. You may become a better teacher through the site visits, but that is a by-product of the experience, not the purpose.

Resist the temptation to intervene or suggest on-the-spot improvements.

"Jumping in" alters what's being observed.

You are there to observe, not to fix.

Follow the protocol. Follow the protocol. Follow the protocol.

There is a reason for this particular yellow brick road. Your notes provide the data to be used by scorers. The data need to be complete and collected in a consistent fashion to ensure consistency in the evaluation phase of the project.

Avoid judgmental language on the narrative running recording and the coding sheets.

The written record should reflect what occurred, not your judgment about the events.

Judgments, interpretations, and opinions would influence the scorers and make it difficult for them to focus on the data. Scorers will be trained to assign score values to the observed data; observers/interviewers serve a different, data collection role.

Do not record	**Do record**
Ask brilliant question...	T : Okay, now that you've told me what would have happened to Dorothy if Toto had not been there, what symbolic role do you think the dog played in this story ?
Finally tells obnoxious kid to shut up.	T to S17: Chris, we could all hear Jo if you would stop talking. Thanks for being quiet.

Use of Knowledge

THE TEACHER'S UNDERSTANDING OF SUBJECT MATTER

Knowledge encompasses the type and depth of knowledge required to teach a particular subject. Expert teachers have an appropriate depth of understanding of the content to be taught to students. While competent teachers may have extensive knowledge, experts differ in how they organize and use knowledge. Experts' knowledge is more integrated in that they connect new information with their own prior knowledge and that of their students. They relate current topics to other topics in the curriculum, connect the subject to other subjects, create generalizations, and teach thematic understandings. In doing so, they use the concepts and language of their subject matter to guide students toward deeper levels of understating. Experts use the depth of their knowledge to provide content feedback to students in order to correct misconceptions, advance student understanding, and provide directions for new learning.

Level 4: A teacher at this level:	***Level 3: A teacher at this level:***	***Level 2: A teacher at this level:***	***Level 1: A teacher at this level:***
• Displays deep and rich understanding of the subject matter to be taught as well as deep and rich understanding of ways to organize and use content knowledge so as to enhance student learning. • Demonstrates consistent and thoughtful integration of knowledge across subject areas, and insightful connections between their own knowledge and current subject matter to be taught. • Guides students in linking their prior knowledge to the current subject matter to be taught.	• Displays clear and extensive knowledge of the subject matter to be taught as well as clear understanding of ways to organize and use content knowledge so as to enhance student learning. • Demonstrates less consistent and modest integration of knowledge across subject areas, and limited connections between their own knowledge and current subject matter to be taught. • Encourages students in linking their prior knowledge to the current subject matter to be taught.	• Displays adequate knowledge of the subject matter to be taught but only partial understanding of ways to organize and use content knowledge so as to enhance student learning. • Demonstrates inconsistent integration of knowledge across subject areas, and occasional connections between their own knowledge and current subject matter to be taught. • Makes inconsistent links between students' prior knowledge and the current subject matter to be taught.	• Interprets classroom events and instructional issues in isolated, disconnected ways. • Often finds it difficult to describe events. • Often finds it difficult to make sense of what he or she experiences in classrooms. • Makes adjustments to lessons in a haphazard, disconnected fashion.

Deep Representations

PEDAGOGICAL CONTENT KNOWLEDGE FOR PLANNING

Expert teachers have deep representations about teaching and learning. They recognize patterns of student responses and use these patterns to interpret events and plan instruction. While competent teachers draw upon their mental resources to make good instructional decisions, experts construct and reconstruct curricula to meet the needs of students. Experts adapt instruction for students with varied backgrounds and abilities. This process of constructing and reconstructing curricula is an essential dimension of "pedagogical content knowledge," the integrated understanding of both subject matter and student learning that allows experts to organize and adapt knowledge structures to diverse interests and abilities of their particular students.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Identifies specific patterns of student response for instructional activities. • Uses these patterns to make assumptions, hypotheses, and predictions about the types of activities that will enhance students' understanding. • Organizes and adapts curriculum and instruction to create connections with individual students and their interests; enriches and extends state and local guidelines for particular students.	• Recognizes general patterns of students' understanding. • Uses these general patterns to plan subsequent lessons. • Incorporates varied teaching materials based on students' responses.	• Focuses on events and instructional issues, one at a time. • Limits descriptions of events to sequential, chronological retellings. • Relies on surface level details to interpret events. • Makes minor adjustments to lesson plans based on observation of events.	• Interprets classroom events and instructional issues in isolated, disconnected ways. • Often finds it difficult to describe events. • Often finds it difficult to make sense of what he or she experiences in classrooms. • Makes adjustments to lessons in a haphazard, disconnected fashion.

Problem Solving

IDENTIFYING AND ADDRESSING PROBLEMS RELATED TO CURRICULUM AND INSTRUCTION

Expert teachers define and redefine instructional and curricular issues to reach ingenious and insightful solutions that may not occur to others. While competent teachers may solve problems based on classroom data, experts often respond to problems by seeking further information and formulating wider ranges of solutions. Expert teachers spend more time trying to understand the problem to be solved rather than trying out different solutions. Experts are also more adept at addressing instructional and curricular issues with reference to individual students rather than focusing exclusively on the entire class.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Enriches and extends classroom data to define instructional and curricular problems in a comprehensive fashion, seeking additional information where necessary. • Addresses instructional and curricular issues in comprehensive ways that connect students, content, and context. • Generates solutions to problems that address the needs of individuals and groups rather than focusing exclusively on the entire class.	• Uses classroom data to define instructional and curricular problems. • Addresses instructional and/or curricular issues in a systematic, step-by-step fashion. • Generates workable solutions to problems with a focus on the entire class.	• Defines instructional and/or curricular problems in superficial ways. • Addresses instructional and/or curricular issues in a limited fashion. • Generates partial solutions to problems, often trying to identify a "quick fix."	• Often fails to recognize problems related to instruction and/or curriculum. • Addresses instructional and/or curricular issues in a "hit or miss" fashion. • Generates haphazard attempts at solutions.

Improvisation

RESPONSIVENESS DURING THE FLOW OF LESSONS

Experts adapt and modify their instruction during the flow of lessons. While competent teachers may make adjustments to their plans experts are more likely to assess the impact of their instruction on an ongoing basis and make changes on the spot. Experts draw upon a extensive repertoire of patterns of action while teaching, incorporating them into instruction that is continually responsive to students.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Designs and implements opportunities for "on the spot" learning. • Makes immediate and instructionally effective decisions during the flow of lessons. • Response readily and effectively to things that students say and do and adjusts plans accordingly.	• Develops plans that allow for some flexibility as lesson progresses. • Makes some instructional-effective decisions during the flow of lessons. • Alters instruction based on general patterns of student response.	• Develops plans that are specific and allow for little flexibility as lesson progresses. • Follows predetermined lesson sequences with little variation. • Alters instruction only when confronted with unexpected, major challenges to prespecified lesson plans.	• Rarely, if ever, develops plans that allow for flexibility as lesson progresses. • Experiences confusion and frustration when students respond or events occur in unexpected ways. • Resists any alteration in instruction.

Classroom Climate

PREVENTIVE AND REACTIVE CLASSROOM MANAGEMENT

Expert teachers create optimal climates for learning. While competent teachers may be good classroom managers, experts link management with instruction to promote higher levels of learning. Experts develop management procedures to accomplish their goals and make sure that students understand and follow these procedures. Simultaneously, experts interpret students' verbal and nonverbal behavior to anticipate and prevent disruptions. Experts are adept at detecting students' loss of interest or lack of understanding so that they can prevent disengagement or disruptions.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Provides effective management procedures with a comprehensive focus on student learning. • Communicates and reinforces procedures in ways that promote task mastery and individual responsibility so students know what the teacher expects and why. • Frequently uses preventive management strategies to promote a high level of student engagement. • Consistently addresses students who show signs of disengagement or disruption and redirects them to involvement in the lesson.	• Provides effective management procedures that encourage student engagement. • Communicates and reinforces procedures clearly so students know what the teacher expects. • Occasionally uses preventive management strategies to encourage engagement. • Generally addresses students who show signs of disengagement or disruption and redirects them to involvement in the lesson but does so inconsistently.	• Provides procedures with a primary focus on compliance. • Communicates and reinforces procedures inconsistently; students' understanding of expectations is inconsistent. • Rarely uses preventive management strategies. • Addresses students who show signs of disengagement or disruption only when their off-task behaviors become pronounced or repetitive.	• Offers unclear directions and uncertain procedures. • Communicates and reinforces procedures in a confusing fashion students are not sure what to expect. • Reacts to disciplinary incidents after the fact rather than trying to prevent them. • Is often ineffective in addressing students who show signs of disengagement or disruption.

Multidimensional Perception

INTERPRETATION OF EVENTS AS THEY OCCUR

Expert teachers display a high level of "withitness," that is they show they are aware of events that occur simultaneously. While competent teachers may be adept at interpreting student behavior, experts "read" verbal and nonverbal cues more efficiently. They filter relevant information from that which is less relevant, identifying priorities for action. They respond to the information they gather in ways that address their instructional goals and encourage academic engagement. Experts describe events from an instructional perspective that links teacher and students' behavior.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Identifies events occurring simultaneously while maintaining a focus on instruction. • Quickly and consistently distinguishes relevant from less relevant information. • Recognizes patterns of students' verbal and nonverbal responses. • Links students' verbal and nonverbal responses with specific priorities for instruction.	• Recognizes events occurring simultaneously. • Generally distinguishes relevant from less relevant information. • Responds consistently to verbal and nonverbal cues from students. • Connects some student behaviors with general priorities for instruction.	• Perceives classroom situations globally. • Makes few distinctions among perceptions as they relate to priorities for instruction. • Responds inconsistently to verbal and nonverbal cues from students. • Focuses on student behaviors in terms of compliance.	• Is often overwhelmed by the complexity of classroom events. • Often fails to distinguish among perceptions as they relate to priorities for instruction. • Often fails to respond to verbal and nonverbal cues from students. • Sees events in isolation.

Sensitivity to Context

INTERPRETATION OF EVENTS THROUGH REFLECTION

Expert teachers are sensitive to the task demands and social situations of the classroom and needs of students. While competent teachers may understand the uniqueness of particular students, classes or situations, experts "read" these contextual features more intensely. Experts rely on their understanding of context to guide the choices they make regarding management and instruction. They can articulate the essential characteristics of students and classes that guide their decisions, identifying ways that particular students and particular classes need particular types of instruction.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Describes in detail the social and cognitive needs of students and situations that guide his or her instructional planning. • Generates specific modifications to activities that address the changing cognitive and social needs of students. • Demonstrates systematic instructional practices that are differentiated for specific students, groups, or situations.	• Describes, in general, the needs of students and the situations that guide his or her instructional planning. • Implements or suggests possible modifications to activities to address the changing needs of students, emphasizing modifications for "these students," or "this child." • Shows awareness of instructional practices that responsive to students' needs.	• Describes students and situations in categorical terms, collapsing students into groups such as "AG," "LD," "ESL," "visual learner," "slow," or "bright". • Suggests incomplete, partial, vague, or reactive modifications to activities only when necessary to address changes in students' needs or classroom situations.	• Describes students and situations in superficial, simplistic terms. • Rarely, if ever, suggests even general modifications to activities, even when student needs change and classroom situations shift.

Monitor Learning and Provide Feedback

GATHERING AND USING INFORMATION

Expert teachers monitor students' learning by examining their responses to instruction to assess their current levels of understanding. Based on this monitoring, experts give students feedback: they offer them information about their understanding that guides them to higher levels of comprehension. Feedback, in this dimension of expertise, is more than positive reinforcement. It is information about understanding. While competent teachers interpret student responses, experts can detect when students are not understanding. They can diagnose students' interpretations and tailor the feedback they give to correct students' misunderstandings or to help them create new learning connections.

Level 4: A teacher at this level:	***Level 3: A teacher at this level:***	***Level 2: A teacher at this level:***	***Level 1: A teacher at this level:***
• Consistently monitors students' engagement and redirects disengagement with strategies that promote re-engagement. • Regularly and accurately assesses students' understanding through careful observation, detailed analysis of their work, varied questions, and attentive listening to their comments. • Regularly offers feedback that corrects students' misunderstandings and guides students to higher levels of understanding.	• Generally monitors students' engagement with a focus on learning, encouraging students to get back on task.. • Interprets students' understanding through observation of their work and listening to their comments. • Generally reports correct/incorrect responses to students and offers feedback that helps some students advance their learning.	• Monitors students' engagement with a focus on uniformity, maintains smooth-running classrooms with a primary emphasis on compliance. • Interprets students' misunderstandings only when they become obvious. • Limits feedback to the reporting of correct/incorrect responses.	• Monitors students' engagement haphazardly. • Often fails to recognize students' misunderstanding. • Provides inconsistent responses to students.

Test Hypotheses

EVALUATING INFORMATION

Expert teachers evaluate the information they gather as it relates to potential actions, reactions, and adjustments to lessons. While competent teachers may generate working hypotheses to guide their instruction, experts prioritize and re-prioritize possibilities based on their teaching experience and on student responses. Experts test hypotheses both while they are teaching and as they examine their choices while reflecting on lessons taught. They use the information they gather by testing their hypotheses to guide the next round of decisions they make regarding instruction.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Regularly analyzes information regarding student learning and uses this information to generate specific hypotheses regarding ways to improve instruction. • Tests these hypotheses systematically during a lesson by observing learning outcomes and dynamically modifying hypotheses. • Uses results of hypothesis testing to re-prioritize curriculum and instruction.	• Reviews his or her personal priorities for teaching and uses this information to generate general hypotheses regarding ways to enhance learning. • Uses these general hypotheses to reflect on lessons. • Modifies instruction based on general reflection.	• Reviews priorities established by curriculum guidelines and uses this information to modify goals. • Concentrates on finding one solution quickly rather than on testing possible solutions. • Tries out this solution in a general or intuitive way.	• Rarely considers ways to enhance learning. • Generates surface-level, incomplete solutions. • Rarely tests solutions.

Respect

THE TEACHER'S LEVEL OF CARING FOR STUDENTS

Expert teachers respect and care for students both as learners and as people. While competent teachers display high regard for students, experts differ in their level of commitment to students' learning. At the same time that they recognize and acknowledge barriers to students' learning, experts readily communicate their belief in students' power to overcome those barriers and help them find ways to do so.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Demonstrates sustained care and commitment to students, working with them to identify and overcome obstacles to learning. • Models trust and openness in ways that develop those attrib8utes in students. • Receives and accepts student responses in ways that communicates high regard and high expectations.	• Shows respect in interactions with students and encourages them to overcome obstacles. • Interacts with students in supportive ways. • Encourages students to be active participants in their learning.	• Understands the concept of "respect for students as people and learning," but demonstrates this respect for some students more than for others. • Assumes primary responsibility for students' learning. • Shows limited evidence of trusting students with their learning.	• Sometimes demonstrates a lack of respect or disrespect for students. • Maintains physical and psychological distance from students. • Maintains sole proprietorship of learning.

Passion

THE TEACHER'S LEVEL OF ENTHUSIASM FOR TEACHING AND LEARNING

Expert teachers display passion that is closely linked to their sense of responsibility and love of the subjects they are teaching. While competent teachers may also demonstrate enthusiasm, experts differ in the extent to which they are emotionally committed to student success. Experts display passion that is closely linked with their sense of responsibility. Experts show more emotionality about successes and failures in their work. Experts inspire students to become more excited about learning.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Demonstrates passion for teaching and for student learning. • Personally assumes responsibility for student learning. • Responds to questions about teaching with excitement, enthusiasm, and dedication. • Consistently promotes students' enjoyment of learning.	• Shows enthusiasm for teaching and for student learning. • Generally assumes responsibility for student learning. • Shows evidence of commitment when responding to questions about teaching.	• Shows positive feelings toward student learning in inconsistent ways. • Assumes limited responsibility for student learning. • Shows occasional enthusiasm when responding to questions about teaching. • Rarely encourages students' enjoyment of learning.	• Rarely, if ever, shows positive feelings toward student learning. • Rarely, if ever, assumes responsibility for student learning. • Responds with little enthusiasm when answering questions about teaching. • Discourages students' enjoyment of learning.

Challenge

STUDENTS' LEVELS OF CHALLENGE

Expert teachers set demanding goals rather than "do your best" goals on the basis of students' present competencies. Experts not only set challenging goals, but also structure situations so that students can reach them. While competent teachers may challenge some students some of the time, experts find ways to challenge all students to "stretch" their understanding of ideas. Students perceive assignments and activities as thought provoking as well as engaging.

Level 4: A teacher at this level:	*Level 3: A teacher at this level:*	*Level 2: A teacher at this level:*	*Level 1: A teacher at this level:*
• Systematically and consistently challenges students to think. • Regularly promotes varied and appropriate assignments that are demanding and engaging for everyone. • Structures activities and lessons to assure that students can meet these challenges.	• Often challenges students to think but does so inconsistently. • Promotes some assignments as interesting, or as interesting to some students. • Offers general support to students who attempt to meet challenges.	• Only occasionally challenges students to think, some more than others. • Promotes a perception of assignments as necessary, if not interesting. • Offers little support to students to help them meet challenges.	• Rarely challenges students to think. • Promotes a perception of assignments as time-consuming and tedious. • Promotes a "sink or swim" mentality.

Illinois Professional Teaching Standards

1. Content Knowledge: The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

The teacher...

Knowledge

A. understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
B. understands the processes of inquiry central to the discipline.
C. understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
D. understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

Performance

1. evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
2. uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
3. engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
4. designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
5. anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
6. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
7. facilitates learning experiences that make connections to other content areas and to life and career experiences.

2. Human Development and Learning: The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

The teacher...

Knowledge

A. understands how students construct knowledge, acquire skills, and develop habits of mind.
B. understands the students' physical, social, emotional, ethical, and cognitive development influences learning.
C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
D. understands that differences in approaches to learning and performance interact with development.
E. understands how to include student development factors when making instructional decisions.

Performance

1. analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
2. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
3. introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

BEST COPY AVAILABLE

3. Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The teacher...

Knowledge

A. understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
B. understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
C. understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
E. understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Performance

1. facilitates a learning community in which individual differences are respected.
2. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
3. uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
4. uses cultural diversity and individual student experiences to enrich instruction.
5. uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
6. identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
7. identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

4. Planning for Instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

The teacher...

Knowledge

A. understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
B. understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
C. understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
D. understands when and how to adjust plans based on student responses and other contingencies.
E. understands how to integrate technology into classroom instruction.
F. understands how to review and evaluate educational technologies to determine instructional value.
G. understands how to use various technological tools to access and manage information.
H. understands the uses of technology to address student needs.

Performance

1. establishes expectations for student learning.
2. applies principles of scope and sequence when planning curriculum and instruction.
3. creates short-range and long-term plans to achieve the expectations for student learning.

BEST COPY AVAILABLE

4. creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
5. creates multiple learning activities that allow for variation in student learning styles and performance modes.
6. incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
7. creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
8. develops plans based on student responses and provides for different pathways based on student needs.
9. uses teaching resources and materials which have been evaluated for accuracy and usefulness.
10. accesses and uses a wide range of information and instructional technologies to enhance student learning.

5. Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The teacher...

Knowledge

A. understands principles of and strategies for effective classroom management.
B. understands how individuals influence groups and how groups function in society.
C. understands how to help students work cooperatively and productively in groups.
D. understands factors that influence motivation and engagement and how to help students become self-motivated.

Performance

1. maintains proper classroom decorum
2. maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
3. uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
4. analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
5. organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
6. engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

6. Instructional Delivery: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The teacher...

Knowledge

A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

BEST COPY AVAILABLE

Performance

1. evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
2. uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
3. monitors and adjusts strategies in response to learner feedback.
4. varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
5. develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. uses a wide range of instructional technologies to enhance student learning.
7. develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

7. Communication: The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher...

Knowledge

A. understands communication theory, language development, and the role of language in learning.
B. understands how cultural and gender differences can affect communication in the classroom
C. understands the social, intellectual, and political implications of language use and how they influence meaning.
D. understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance

1. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
2. uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
3. creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
4. communicates with and challenges students in a supportive manner and provides students with constructive feedback.
5. uses a variety of communication modes to effectively communicate with a diverse student population.
6. practices effective listening, conflict resolution, and group-facilitation skills as a team member.
7. communicates using a variety of communication tools to enrich learning opportunities.

8. Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

The teacher...

Knowledge

A. understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
B. understands the purposes, characteristics and limitations of different kinds of assessments.
C. understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
D. understands how to use the results of assessment to reflect on and modify teaching.

BEST COPY AVAILABLE

E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

Performance

1. uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
2. appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
3. involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
4. maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
5. uses appropriate technologies to monitor and assess student progress.

9. Collaborative Relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

The teacher...

Knowledge

A. understands schools as organizations within the larger community context.
B. understands the benefits, barriers and techniques involved in parent/family relationships.
C. understands school and work-based learning environments and the need for collaboration with business organizations in the community.
D. understands the collaborative process.
E. understands collaborative skills which are necessary to carry out the collaborative process.

Performance

1. initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
2. works with colleagues to develop an effective learning climate within the school.
3. participates in collaborative decision making and problem solving with other professionals to achieve student success.
4. develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
5. works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
6. identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
7. acts as an advocate for student needs.

BEST COPY AVAILABLE

10. Reflection and Professional Growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

The teacher...

Knowledge

A. understands that reflection is an integral part of professional growth and improvement of instruction.
B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
C. understands major areas of research on the learning process and resources that are available for professional development.

Performance

1. uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
2. collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
3. participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
4. actively seeks and collaboratively shares a variety of instructional resources with colleagues.

11. Professional Conduct and Leadership: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

The teacher...

Knowledge

A. understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
B. understands how school systems are organized and operate.
C. understands school policies and procedures.
D. understands legal issues in education.
E. understands the importance of active participation and leadership in professional education organizations.

Performance

1. contributes knowledge and expertise about teaching and learning to the profession.
2. follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
3. follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
4. initiates and develops educational projects and programs.
5. actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
6. participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.

BEST COPY AVAILABLE

Guidelines for Score Assignment

The following guidelines related to the evidence should be used to assign scores to cases per dimension and per standard.

As you assign scores, consider the following question: At which score level did I find the *preponderance* of evidence for this case?

Level 1 range score assignments can be made as a result of the following:

Missing evidence
Counter evidence
Negative evidence
Fatal flaw

Level 2 range score assignments can be made as a result of the following:

Sparse evidence
Inconsistent and/or conflicting evidence
Single instances
Competent (but not expert) performance

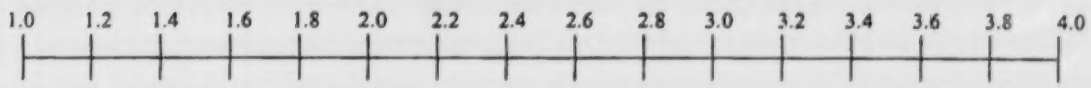
Level 3 range score assignments can be made as a result of the following:

Clear evidence
Consistent evidence
Sufficient evidence (some degree of evidence for all indicators)

Level 4 range score assignments can be made as a result of the following:

Abundant evidence
Convincing evidence
Sustained evidence

Scoring Scale



You must assign a score that is listed on this scale.

DIMENSIONS SCORING SHEET -- NTL EVALUATION STUDY

Teacher: _____ **School:** _____ **Observer/Interviewer:** _____

Dimensions	Scores	Sources and Summary of Evidence
1. Use of Knowledge *The teacher's understanding of subject matter*		
2. Deep Representations *Pedagogical content knowledge for planning*		
3. Problem Solving *Identifying and addressing problems related to curriculum and instruction*		
4. Improvisation *Responsiveness during the flow of lessons*		

96

BEST COPY AVAILABLE

Dimensions	Scores	Sources and Summary of Evidence
5. Classroom Climate *Preventive and reactive classroom management*		
6. Multidimensional Perception *Interpretation of events as they occur*		
7. Sensitivity to Context *Interpretation of events through reflection*		
8. Monitor Learning and Provide Feedback *Gathering and using information*		

97

BEST COPY AVAILABLE

Dimensions	Scores	Sources and Summary of Evidence
9. Testing Hypotheses *Evaluating information*		
10. Respect *The teacher's level of caring for students*		
11. Passion *The teacher's level of enthusiasm for teaching and learning*		
12. Challenge *Student's level of challenge*		

86

BEST COPY AVAILABLE

STANDARDS SCORING SHEET -- NTL EVALUATION STUDY

Teacher: _____ **School:** _____ **Rater:** _____

Standards	Scores	Sources and Summary of Evidence
Standard 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.		
Standard 2: The teacher understands how individuals grow, develop, and learn and provide learning opportunities that support the intellectual, social, and personal development of all students.		
Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		
Standard 4: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.		

BEST COPY AVAILABLE

Standards	Scores	Sources and Summary of Evidence
Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.		
Standard 6: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.		
Standard 7: The teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and interaction in the classroom.		
Standard 8: The teacher understands and uses formal and informal assessment strategies and uses them to support the continuous development of all students.		

BEST COPY AVAILABLE

Standards	Scores	Sources and Summary of Evidence
Standard 9: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.		
Standard 10: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.		
Standard 11: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.		

BEST COPY AVAILABLE

SOURCES OF RATINGS INFORMATION -- NTL STUDY

ILLINOIS PROFESSIONAL TEACHING STANDARDS	
1. **Content Knowledge**	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 2, 3; Parent Interview – items 4, 6; Principal Interview – items 2, 3; Colleague Interview Unit of Instruction.
2. **Human Development and Learning**	Running Record; Observation Protocol; Teacher Interview – items 1, 2, 4, 4a, 5, 6, 7; Principal Interview – items 3, 5, 6; Unit of Instruction; Student Interview – items 1-6.
3. **Diversity**	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 3, 6, 7, 8, 12; Principal Interview – items 5, 6, 7; Student Interview – items 1-6.
4. **Planning for Instruction**	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 2, 3, 4, 5, 6, 7, 8, 12; Principal Interview – items 2, 3, 5, 7; Unit of Instruction; Student Interview – items 1, 3, 4.
5. **Learning Environment**	Running Record; Observation Protocol; Assessment of the Learning Environment; Parent Interview – items 4, 5, 6.
6. **Instructional Delivery**	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 3, 6, 11, 12; Principal Interview – items 3, 4, 5, 7, 10; Colleague Interview – item 1; Student Interview – items 1-6.
7. **Communication**	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 3, 6, 7; Parent Interview – items 4, 6, 8; Principal Interview – item 8.
8. **Assessment**	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 5, 5a, 9, 10; Principal Interview – item 4.
9. **Collaborative Relationships**	Teacher Survey – items 18-22; Teacher Post-Observation Interview – items 11, 12; Parent Interview – items 7, 8; Principal Interview – items 10, 11; Colleague Interview – items 2, 9.
10. **Reflection and Professional Growth**	Teacher Post-Observation Interview – item 3, 14.
. **Professional Conduct and Leadership**	Teacher Survey – items 18-32; Teacher Post-Observation Interview – items 14, 15; Parent Interview – item 9; Principal Interview – item 9; Colleague Interview – items 2, 9.

SOURCES OF RATINGS INFORMATION -- NTL STUDY

DIMENSIONS OF TEACHING EXPERTISE	
Use of Knowledge	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 2, 3, 4, 12; Parent Interview – items 4, 5, 6; Principal Interview – items 2, 3; Unit of Instruction; Colleague Interviews – item 1; Student Interview – items 1-5.
Deep Representations	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 2, 3, 5a, 7, 8, 11; Principal Interview – items 5, 6; Unit of Instruction; Colleague Interview – item 1; Student Interviews – items 1-5.
Problem Solving	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 5, 5a, 8, 14; Principal Interview – items 4, 5, 6; Colleague Interview – item 1.
Improvisation	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 3, 8; Principal Interview – item 5.
Classroom Climate	Running Record; Observation Protocol; Assessment of Learning Climate; Parent Interview – items 4, 5, 6; colleague Interview – item 1.

BEST COPY AVAILABLE

SOURCES OF RATINGS INFORMATION -- NTL STUDY

DIMENSIONS OF TEACHING EXPERTISE	
Use of Knowledge	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 2, 3, 4, 12; Parent Interview – items 4, 5, 6; Principal Interview – items 2, 3; Unit of Instruction; Colleague Interviews – item 1; Student Interview – items 1-5.
Deep Representations	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 2, 3, 5a, 7, 8, 11; Principal Interview – items 5, 6; Unit of Instruction; Colleague Interview – item 1; Student Interviews – items 1-5.
Problem Solving	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 5, 5a, 8, 14; Principal Interview – items 4, 5, 6; Colleague Interview – item 1.
Improvisation	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 3, 8; Principal Interview – item 5.
Classroom Climate	Running Record; Observation Protocol; Assessment of Learning Climate; Parent Interview – items 4, 5, 6; colleague Interview – item 1.

BEST COPY AVAILABLE

Multidimensional Perception	Running Record; Observation Protocol; Assessment of Learning Environment; Teacher Post-Observation Interview – items 1, 3, 6, 8; Principal Interview – item 5; Colleague Interview – item 1.
Sensitivity to Context	Teacher Survey – items 1, 2, 3; Running Record; Observation Protocol; Teacher Post-Observation Interview – items 1, 2, 3, 4, 5, 6, 11,13; Principal Interview – item 5; Colleague Interview – item 1; Student Interview – item 1-6.
Test Hypotheses	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 4, 5, 5a, 8, 9, 10,14; Principal Interview – items 3, 4, 5, 6; Colleague Interview – item 1.
Monitor Learning and Provide Feedback	Running Record; Observation Protocol; Teacher Post-Observation Interview – items 4, 5, 5a, 8, 9, 10; Parent Interview – item 8; Principal Interview – items 4, 5; Student Interview – items 1-6.
Respect	Teacher Survey – item 1, 2, 3; Running Record; Observation Protocol; Assessment of Learning Environment; Parent Interview – items 4, 6; Principal Interview – item 5; Colleague Interview – item 1.
Passion	Teacher Survey – items 1, 2, 3; Running Record; Observation Protocol; Teacher Post-Observation Interview – all items; Parent Interview – items 4, 5, 6, 10; Principal Interview – items 2-12, 14; Assessment of Learning Environment; Colleague Interview – item 1.
Challenge	Teacher Survey – items 1, 2, 3; Running Record; Observation Protocol; Teacher Post-Observation Interview – items 2, 3, 12; Parent Interview – items 4, 5, 6; Principal Interview – items 3, 4, 6; Unit of Instruction; Colleague Interview – item 1; Student Interviews – items 1-6.

APPENDIX C

Observation Protocols
Surveys
Interview Protocols

Classroom Observation Procedures - NTL Study

We will conduct two types of observation for each lesson we record. Each observation team will have two members: the coder and the running record keeper. The running record keeper will write narrative notes on the lesson. The coder will code information on a structured protocol. Observers will switch roles on the second day of classroom observation.

Be sure to obtain a seating chart from the teacher ***before*** the lesson begins and make a copy for each observer, numbering students the same way for reference during the lesson.

Observer #1 (running record keeper)

Your task is to complete a running record of classroom activities and interactions. Using the Narrative Record form, record time at five-minute intervals in the "Time" column and capture as much of the classroom activity and interaction as you can in the "Observations" column. Leave the coding column blank for use at a later date. The primary focus of your observation is the ***teacher***, what he or she ***says*** and ***does,*** how he or she ***responds to students***, and how he or she ***makes decisions*** during the flow of lessons. The dimensions to be coded from your observations are listed below with questions to help guide your comments.

- Directions and procedures
  What assignments are given?
  How are tasks structured?

- Monitoring
  How does the teacher respond to classroom events?
  How does the teacher encourage engagement?

- Feedback
  How does the teacher give students information and encouragement regarding their understanding?
  How does the teacher guide students toward thinking at higher levels?

- Management
  How does the teacher maintain order?
  How does the teacher address disruptions that occur and promote time on-task when students appear disengaged?

- Modifications
  How does the teacher adapt the lesson in response to students?

- Questioning
  How does the teacher phrase questions?
  How do students respond to the teacher's questions?

BEST COPY AVAILABLE

If you observe instances when the teacher's language or actions could be perceived as negative, yet the nonverbal language indicates that students may not interpret the language or actions as negative, draw a "smiley face" (☺) beside the phrase to indicate positive intent. Example:

"S 14 gives incorrect answer"

"T: 'Can you believe he said that?' (☺) "

This suggests that the comment was made with a playful inflection and smile and that the student did not receive the comment in a hurtful way.

Remember: If you use abbreviations, be sure to provide a legend of the abbreviations.

Observer #2 (coder)

Your task is to complete a structured "Observation Protocol" at two-minute intervals following the directions below.

1. Before the lesson begins, record the information at the top of the first form. Be sure you have a copy of the seating chart numbered to indicate students' location within the room.

2. During each two-minute cycle, watch and listen carefully for ***one full minute*** to get a clear sense of what is happening in the classroom, and record your notes during the second minute. Use a ***dark pen or pencil*** to complete the observation protocol. ***Neatly print or write your comments*** so they can be interpreted by you and other raters at a later time. For bubbled responses, place an X mark in the box beside the appropriate code.

    a. In the "Task, activity, event, question, or comment" column, note the type of "Task" or "Activity" occurring (e.g., "giving directions", "checking homework", "discussing short story"). This note may also include a specific incident ("student #3 shouts out answer") or a specific question or comment by the teacher or students.

    b. If you observe any instance when the teacher seems to be uninvolved with students, record it in this column. Write a brief description of the off-task teacher behavior you observe in the space provided. ***Please note*** that "modeling" practices such as reading with students during sustained silent reading or writing with students during journal time are not off-task behaviors.

BEST COPY AVAILABLE

The important thing is to try to capture the most important event that occurs during that minute related to teacher feedback or classroom management.

c. If the teacher offers any feedback to a student during that minute, record a short description of that feedback in the "Feedback from teacher" column. Examples might include:

- nods head "yes"
- shakes head "no"
- says "good job"
- gives "time out" sign
- gives "thumbs up"

Remember: Feedback is information that the teacher gives to students regarding their understanding of what he or she is teaching. If there is ***no feedback*** during the minute, leave the four columns related to feedback blank.

d. If the teacher offers feedback, place an X mark in the box appropriate code in the "Type" column. Mark ***only one*** Type code. The feedback Type codes and definitions appear below:

- *Lesson* – feedback that relates to the topic of the lesson or content that students are learning.
- *Procedures* – feedback that relates to directions, announcements, procedures, or routines.

e. If the teacher offers feedback, place an X in the appropriate box(es) that apply in the "Target" column. The feedback Target codes and definitions appear below:

- *Individual* – individual student (Include the student number if possible.)
- *Pair* – a pair of students working together (Include the student numbers if possible.)
- *Group* – a group of students
- *Class* – the entire class

f. If the teacher offers feedback, place an X in the appropriate box(es) "Verbal/Nonverbal" column to indicate whether the feedback was Verbal or Nonverbal. Also place an X in the appropriate box(es) to indicate whether the feedback was Positive or Negative. Mark all codes that apply. The Verbal/Nonverbal codes and definitions appear below:

BEST COPY AVAILABLE

- *Verbal* – spoken comments
- *Nonverbal* – gestures such as smiles, nods, etc.
- *Positive* – teacher says "yes" or nods head
- *Negative* – teacher says "not now" or puts up a finger

Some examples:

- *Positive verbal with nonverbal* – teacher says "yes" and nods head
- *Negative verbal with nonverbal* – teacher says "not now" and puts up a finger

g. Record any off-task student behaviors that you observe in the "Off-Task Behavior(s)-student" column. Indicate whether a student is disrupting others or is visibly disengaged. In the space provided, note the student number for the student whose off-task behavior you observed. You may record multiple student numbers in this space if you observe more than one example of off-task behavior during a time segment. If you do not observe any off-task behavior during a time segment, do not record anything in this column.

h. Record ***reactive*** management strategies used by the teacher in the first "Management Strategy" column. Place an X in the box to indicate a reactive strategy such as "waiting for quiet," "raising a hand," or "asking S4 to listen". Write a few keywords in the space provided to describe the management strategy to the coders. Remember that ***reactive*** strategies are the teacher's response to a student who is disrupting or disengaged. Scorers should be able to find the incident to which the teacher is reacting in the preceding column.

i. Record ***preventive*** management strategies used by the teacher in the second "Management Strategy" column. Place an X in the box to indicate a preventive strategy such as "moving from group to group," "reminding students of time left", "calling on students by name", "reminds students of incentives", etc. Write a few keywords in the space provided to describe the management strategy to the coders. Remember that ***preventive*** strategies are ways the teacher anticipates and discourages disruptions and encourages students to stay on task.

Narrative Running Record

Teacher: _____ **Date:** _____ **Observer:** _____

(5 minute intervals) **Time**	**Observations of classroom activity and interaction with focus on *teacher***	(Observers: DO NOT write in this column.) **Coding**

Observation Protocol – NTL Study

Teacher: _____ **Date:** _____ **Observer:** _____ **Number of Students:** _____ **Start Time:** _____

	Task, activity, event, question, or comment	Feedback from teacher	Type *Mark one*	Target *Mark all that apply*	Verbal/Nonverbal *Mark all that apply*	Off-Task Behavior(s) *Write student #s*	Management Strategy	Management Strategy
2nd Minute			Lesson ☐ Procedures ☐	Individual ☐ Pair ☐ Group ☐ Class ☐	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	Disrupting Others: # _____ Visibly Disengaged: # _____	Reactive ☐ *Comment*	Preventive ☐ *Comment*
4th Minute			Lesson ☐ Procedures ☐	Individual ☐ Pair ☐ Group ☐ Class ☐	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	Disrupting Others: # _____ Visibly Disengaged: # _____	Reactive ☐ *Comment*	Preventive ☐ *Comment*
6th Minute			Lesson ☐ Procedures ☐	Individual ☐ Pair ☐ Group ☐ Class ☐	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	Disrupting Others: # _____ Visibly Disengaged: # _____	Reactive ☐ *Comment*	Preventive ☐ *Comment*
8th Minute			Lesson ☐ Procedures ☐	Individual ☐ Pair ☐ Group ☐ Class ☐	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	Disrupting Others: # _____ Visibly Disengaged: # _____	Reactive ☐ *Comment*	Preventive ☐ *Comment*
10th Minute			Lesson ☐ Procedures ☐	Individual ☐ Pair ☐ Group ☐ Class ☐	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	Disrupting Others: # _____ Visibly Disengaged: # _____	Reactive ☐ *Comment*	Preventive ☐ *Comment*

BEST COPY AVAILABLE

ASSESSMENT OF THE CLASSROOM LEARNING ENVIRONMENT
NTL STUDY

Teacher: _____ **School:** _____ **Classroom #:** ____

Date: _____ **Observers/Interviewers:** _____ **and** _____

Instructions: Complete the following assessment instrument during and/or immediately following the observations.

Physical Environment:	**Always**	**Usually**	**Seldom**	**Never**
1. The classroom is neat, bright, cheerful and attractive.	4	3	2	1
2. The displays of student work and other materials are interesting and stimulating.	4	3	2	1
3. The classroom is arranged in a way that is conducive to orderly behavior and the delivery of instruction.	4	3	2	1
4. The classroom conveys a sense of warmth and security.	4	3	2	1
Emotional Environment:	**Always**	**Usually**	**Seldom**	**Never**
5. The teacher displays warmth and caring to all students.	4	3	2	1
6. The teacher communicates high learning and behavioral expectations to students.	4	3	2	1
7. The teacher treats all students with dignity and respect.	4	3	2	1
8. The teacher promotes student responsibility and initiative.	4	3	2	1
9. The teacher stimulates the curiosity of students.	4	3	2	1
10. The teacher recognizes students' different interests.	4	3	2	1
11. The teacher emphasizes success and potential rather than failure and shortcomings.	4	3	2	1

BEST COPY AVAILABLE

Behavioral Environment:	Always	Usually	Seldom	Never
12. The teacher continually monitors (visually and physically) student classroom activities.	4	3	2	1
13. The teacher maintains high levels of student "on-task" behavior.	4	3	2	1
14. The teacher manages time, materials and physical space to keep students productively engaged.	4	3	2	1
15. The teacher makes smooth and efficient transitions.	4	3	2	1
16. The teacher intervenes quickly to appropriately manage student misconduct.	4	3	2	1

BEST COPY AVAILABLE

TEACHER SURVEY – CTU QUEST NTL STUDY

Name: _____ **School:** _____ **Date:** _____

Instructions: The purpose of this survey is to seek your judgments and learn about a)your reasons for seeking National Board Certification; b) the contributions the Nurturing Teacher Leadership Program made to your certification and professional development; c) your perceptions of the NTL program and d) your experiences as a National Board Certified Teacher since achieving certification. Your responses will be kept strictly confidential. The results are to be used only for NTL program evaluation purposes.

---

1. Why are you in teaching?

2. What indispensable message do you want to communicate to your students?

3. What do you want your students ultimately to become?

4. What were your motives for seeking National Board certification?

5. What were your motives for participating in the NTL program?

6. Do you think you would have been able to achieve National Board certification without the NTL experience?

Definitely Yes	Probably	Probably Not	Definitely Not
☐	☐	☐	☐

7. NTL teachers who have pursued National Board certification have a certification rate of 94% as compared to 50.8% nationally. How do you account for such a large difference?

8. Do you think you are a better teacher for having participated in the NTL program?

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐

Please explain:

9. Do you think you and other National Board certified teachers in CPS are given the recognition that is deserved?

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐

Explain:

10. How do you plan to (or continue to) stay involved in the NTL program now that you have earned National Board certification?

11. If you had it to do over again, would you participate in the NTL program?

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐

12. If you had to identify a single NTL experience that helped you grow professionally, what would it be?

13. Are there other topics that should be included in the NTL curriculum?

Yes	No
☐	☐

If "yes," please describe:

14. In terms of your career in education, where do you see yourself in five years?

15. In your opinion, what are the greatest **strengths** of the NTL program?

16. What are the greatest **weaknesses** of the NTL program?

17. What suggestions would you make to **improve** the NTL program?

18. Describe how your school and district (CPS) have benefited from your expertise as a National Board Certified teacher.
Examples may include:
    - conducting professional development workshops for the instructional staff at your school;
    - mentoring less experienced, beginning or less effective teachers at your school;
    - working on school-wide committees that address school improvement issues;
    - working in your school with other teachers who are seeking National Board certification; or
    - working on special projects within your school.

19. Have you worked in any other special capacity for your school and district as a result of your National Board Certification?

Yes	No
☐	☐

If "yes", please describe.

20. Describe how any of the following have benefited from your expertise as a National Board Certified Teacher:
    a) Nearby school districts
    b) Illinois State Board of Education
    c) Regional or National Professional Organizations
    d) Chicago Teachers' Union
    e) Universities
    f) Other

21. Describe how you think your school, district, state, union, professional organizations and universities **should** seek your expertise as a National Board Certified Teacher.
    Examples may include:
    - conducting professional development workshops for the instructional staff, acting as mentor with less experienced, beginning or less effective teachers at your school;
    - being placed on school-wide committees that address school improvement issues;
    - working with other teachers who are seeking National Board certification;
    - being involved in the origination and/or execution of special projects;
    - serving in any other capacity within your school;
    - other.

22. Describe any professional opportunities you have experienced as a result of becoming National Board certified. A few examples of such opportunities would be: leadership positions, mentoring positions; advising positions to your school's principal; being promoted to an administrative position; or any other professional opportunities that you may have experienced in your school, in the district, with your union, or with professional organizations.

23. Describe any recognition you have received as a result of becoming National Board certified. A few examples of recognition are things like monetary compensation in the form of a cash gift, scholarship money, continuing education funds, a gift certificate either for personal use or for classroom supplies; a public award such as a plaque or the appearance of your name on the school marquee or bulletin board; verbal commendation such as recognition given during school announcements, a meeting, or a school-wide assembly, a written commendation in a school newspaper or newsletter or letters of congratulations.

Return the completed survey in the enclosed envelope.

NTL Pre-Observation Interview Protocol – NB Teachers

Teacher: _____ **Classroom #:** _____ **School:** _____

Region: _____ **Date:** _____ **Time:** _____

Observers: _____ **and** _____

Class Info (grade/subject): _____

Introduce yourselves and read or state the following at the start of the interview:

> "We want to thank you for your participation in the NTL evaluation study. Before we get started, there are a few logistical matters we need to clarify."

- Where we sit during the lessons to be observed.
- What we will be doing during the observation.
- Any introductions or explanations about our presence you need to make to your students.
- Seating charts – and how they are used.
- The amount of time we will spend today and tomorrow in your classroom.
- Timing for the post-observation interview.
- Schedules for the other interviews – with students, parents, fellow teachers.

"Now we have a few questions for you about what we will observe."

1. Would you provide a brief description of lessons we will observe today and tomorrow?

2. What can we expect to see you doing?

3. What can we expect to see students doing?

4. What products (work samples), if any, will result from the lessons we observe today and tomorrow?

5. Is there anything else we need to know about the class or about the lessons before we begin today's observation?

NTL Post-Observation Interview Protocol – NB Teachers

Teacher: _____ **Classroom #:** _____ **School:** _____

Region: _____ **Date:** _____ **Interviewer:** _____

Read or state the following at the start of the interview:

> "I want to ask you some specific questions about the lessons you taught and also some questions about teaching in general. Whatever you say is confidential. We will not share this information with your principal or anyone else at your school. The results are used only for program evaluation. Do you have any questions before we get started?"

Answer questions and then proceed:

1. How did the lesson go? Your first impressions. What worked, what did not work, and what you would do differently?

2. What important concepts did you want your students to learn in the lessons we observed?

3. Now that you had a chance to reflect on those lessons, how did you make the lesson content meaningful to all students in the class?

4. What learning outcomes (CASs or CFSs, for example) were you pursuing in the lessons?

5. How did or do you intend to assess the learning you pursued in the lessons we observed?

5a. How will you use this assessment information to improve student learning?

6. Can you give some examples of different instructional methods you used during the lessons and why you used them?

6a. Are the methods you used during the lessons we observed considered to be "best practices" in the subject are/discipline that you taught?

7. In most classrooms students vary in their abilities and learning styles. How do you accommodate these differences in your classroom?

8. When students experience problems in learning, how do you diagnose the causes of those problems?

9. Explain how you maintain records of student performance information.

10. Do you use technology, such as a computer-based gradebook, to maintain student performance records?

11. How do you use technology for instructional purposes? Give examples.

12. What community resources have you used this year to enhance student learning? eg. field trips, resource people, media, etc.

13. Now let's talk about your involvement with parents. Other than report card pickup, have you conferred with parents about student progress?

    If "yes", how many?

If "yes", for what specific purposes?

14. As you know, the professional literature in education stresses the importance of self-assessment and "reflection" to professional growth. Explain how you reflect or self-assess and then use the knowledge you have gained to improve your teaching.

"I have just a few personal questions before we finish."

- How long have you been a teacher? _____
- How long have you been at this school? _____
- Is teaching the only full-time job you have ever had? If "no" what other positions have you held?

  _____

- When did you achieve National Board Certification? _____
- What degrees have you earned? _____
- Where did you earn your degrees?

  BS: _____ Year: _____
  MS: _____ Year: _____
  PhD/EdD: _____ Year: _____

- Describe the student population you have at this school – and in your classroom

Thank the teacher for his/her cooperation.

NTL Interview Protocol – Principals

Teacher: _____ **School:** _____ **Region:** ____

Date: _____ **Interviewer:** _____ **Principal:** _____

Read or state the following at the start of the interview:

"As you know, we are conducting an evaluation of the *Nurturing Teacher Leadership* program and a part of that process is an interview with the principals of teachers who have completed the program and have gone on to achieve National Board certification. I want to ask you a few questions about (teacher's name). These questions pertain to the level of teaching expertise and knowledge possessed by the teacher and to the contributions made by the teacher to the school and learning community. In most cases you can give a "yes", "no" or "not sure" response. Also, I would like any explanations of your responses, if you care to offer them. Obviously, the more information you provide, the more valid our study will be. Do you have questions before we get started?"

Answer questions and then proceed:

---

1. Have you observed (teacher's name) in the classroom while he/she was teaching?

Yes	No
☐	☐

Ask the following five questions (items 2-6) only if the principal has observed the teacher in the classroom. Otherwise, skip to item #7.

"I would like to have you answer questions about the following aspects of _____'s teaching performance during the observation(s) you made."

2. Were _____'s lesson plans organized around clearly established goals, such as the Chicago Academic Standards and Framework Statements?

Yes	No	Not Sure
☐	☐	☐

Explain:

3. Were the important concepts _____ wanted students to learn obvious to you and to the students?

Yes	No	Not Sure
☐	☐	☐

Explain:

4. Were you aware of how _____ intended to assess the student learning pursued during the lesson?

Yes	No	Not Sure
☐	☐	☐

Explain:

5. Did _____ vary instruction during the lesson(s) to help all students learn?

Yes	No	Not Sure
☐	☐	☐

Explain:

6. Did _____ use what would be considered "best practices" in the lesson(s) you observed?

Yes ☐ No ☐

Explain:

---

7. Does _____ use community resources to enhance student learning?

Yes ☐ No ☐ Not Sure ☐

Explain:

8. Does _____ regularly confer with parents about student progress?

Yes ☐ No ☐ Not Sure ☐

Explain:

9. Does _____ know about and follow CPS policies and procedures in carrying out his/her responsibilities as a teacher?

Yes	No	Not Sure
☐	☐	☐

Explain:

"Now I want to ask you about how _____ is contributing to the school."

10. Since achieving National Board certification has _____ 's services been used here at the school? Some examples would be:
    a) mentoring new teachers
    b) conducting staff development programs
    c) serving on committees
    d) serving on the LSC

Yes	No
☐	☐

Explain:

11. Since achieving National Board certification has _____ offered his/her services in any areas beyond his/her regularly assigned duties?

Yes ☐ No ☐

Explain:

12. To what extent do you think _____'s skills and abilities are being utilized at your school – beyond his/her normal responsibilities?

A Lot ☐ Some ☐ Very Little ☐ None ☐

Explain:

13. Has _____ received any recognition here at the school since achieving National Board certification?

Yes ☐ No ☐

Explain:

14. Do you think _____ is a better teacher for having gone through the training that led to his/her National Board certification?

Yes	No	Not Sure
☐	☐	☐

Explain:

15. Would you encourage other teachers in your school to pursue National Board certification?

Yes	No	Not Sure
☐	☐	☐

16. What are your general thoughts or opinions about the National Board certification of teachers?

"I would like to conclude by asking you a few questions about your school."

Enrollment: _____ Grade Arrangement: _____

Description of the Student Population:

Number of teachers: _____ Number of 1st and 2nd year teachers: _____

Special Programs operating at the school – eg. Targeted Assistance, Lighthouse, Read Write Well, etc.

Years you have been the principal at this school: _____

Thank the principal for his/her cooperation.

NTL Interview Protocol – Colleagues

NB Teacher: _____ **School:** _____

Date: _____ **Interviewer:** _____

Name of Colleague Interviewed: _____

Introduce yourself and read or state the following at the start of the interview:

"Thank you for your willingness to participate in the interview. I'm sure that _____explained to you that we are doing a study of National Board certified teachers who have completed the *Nurturing Teacher Leadership* program in preparation for certification. We would like to ask you a few questions about _____. Whatever you tell us is strictly confidential. Only the researchers will read your comments. You are free to answer all or just some of the questions, at your discretion. Do you have any questions before we get started?"

Answer questions and then proceed:

---

1. Have you ever observed _____ teaching a class?

Yes	No
☐	☐

1a. If "yes" how would you rate _____ as a teacher?

2. Since _____ received National Board certification has he/she taken on any additional duties or responsibilities at the school?

Yes	No	Not Sure
☐	☐	☐

If "yes", please explain:

3. What is your personal opinion about NB certification?

4. Do you think the leadership at the school is supportive of NB certification?

Yes	No	Not Sure
☐	☐	☐

5. Are all teachers aware that _____ has achieved NB certification?

Yes	No	Not Sure
☐	☐	☐

6. Has _____ received any special recognition as a result of achieving NB certification?

7. Is NB certification something you would pursue?

Yes	No	Not Sure
☐	☐	☐

8. How about other teachers at this school? Do you sense any general interest among the teaching staff about National Board certification?

9. How can the school, CPS or education in general benefit from the knowledge and skills of NB certified teachers like _____?

10. Are you familiar with the 13-month *Nurturing Teacher Leadership* program in which _____ participated?

Yes	No
☐	☐

If "yes", do you think _____improved his/her teaching skills as a result of participating in the NTL program.

Absolutely	Probably	Probably Not	No
☐	☐	☐	☐

11. In what ways has _____ benefited from becoming a NB certified teacher, in your opinion?

NTL Interview Protocol – Parents

Teacher: _____ **School:** _____

Date: _____ **Interviewer:** _____

Introduce yourself and read or state the following at the start of the interview:

"Thank you for your willingness to participate in the interview. I'm sure that (teacher's name) explained to you that we are doing a study of teachers who have achieved National Board certification. _____ is one of those teachers. We would like to ask you a few questions about _____. Whatever you tell us is strictly confidential. The purpose is not to evaluate _____ but rather to evaluate the program he/she was involved in to prepare for National Board certification. Do you have any questions before we get started?"

Answer questions and then proceed:

---

1. Are you a member of the Local School Council?

Yes ☐ No ☐

2. Were you aware that _____ was a National Board certified teacher?

Yes ☐ No ☐ Not Sure ☐

If "no", briefly explain NB certification to the parent.

3. Did you know anything about _____ before he/she had your child in class this year?

Yes	No	Not Sure
☐	☐	☐

Explain:

4. What makes _____ special or different than other teachers you have known or who your children have had in school?

5. How would you rate _____ as a teacher?

The Best	Among the Best	Average	Below Average
☐	☐	☐	☐

6. If there is one thing that stands out about _____ as a teacher, what would it be?

7. To what extent, do you think _____ is liked and well respected by all parents of his/her students?

Very Much	Some	Very Little	None
☐	☐	☐	☐

8. Other than report card pickup, how does _____keep you and other parents informed about student progress?

9. How can this school best use the skills and talents of a teacher like _____?

10. Is there anything else you would care to tell me about _____ that has not already been discussed?

NTL Interview Protocol – Students

Teacher: _____ **Interviewer:** _____ **Date:** _____

Prompt: Begin by thanking the student for allowing us to interview him/her. Explain that you are studying classrooms to see how teachers teach and how students learn.

"Your answers will be kept confidential (or private). We will not share what you tell us today with your teacher or anyone else at your school."

"I'd like to ask you some questions about what you've been studying in Mr./Mrs. _____ 's class."

1. What have you been studying in this class (may need to specify content area) for the past week or two?

2. Tell me what you did during this lesson. (Probe for examples.)

3. What do you think your teacher wanted you to learn today?

4. Tell me more about (the topic of the lesson and/or unit).

5. Tell me (or show me) about one of the work products (use an age appropriate term) from the class. (Applicable only if students developed a work product related to the lesson.)

OR

Tell me more about _____ (a topic of discussion.)

6. Was instruction today typical of what happens in the class? How? (If it was different, how was it different?)

7. How did the teacher prepare you for our visit?

Probes
What does (topic or key word) mean? Or mean to you?
How did you figure this out?

APPENDIX D

Survey Results
Interview Results

TEACHER SURVEY – CTU QUEST NTL STUDY

1. Why are you in teaching?

I believe that the study of art and design can help children to understand its impact throughout the history of mankind. I have chosen to be an educator to impart this knowledge and belief across a broad ethnic and cultural background.

To improve/help develop the knowledge, skills, and abilities of children, our future adults. To facilitate learning and teaching students how to learn. To improve literacy skills of children, as well as thinking, reasoning and problem solving. Awareness and knowledge of the world around are also goals of mine.

Most impactful way to effect meaningful social change
Constant opportunity for creativity
Continuous self-learning opportunities (for me, the teacher)
Work with children (witnessing and assisting the wonder of growth)

I love children and I love learning. Teaching combines the best of both worlds.

I am in teaching to instill in children the thrill and promise of learning. I seek to offer my experience and expertise as a facilitator and conduit for students' academic and personal growth and development. I am called to serve children who belonged to underserved, under-acknowledged populations, and I seek to help them see their true potential.

It satisfies my professional desires.

I enjoy the work. It is challenging, creative, collaborative and rewarding. In addition, I feel it is work that benefits society.

I am in teaching because I care deeply about children and want to impact their lives in a positive way. I enjoy designing and implementing learning programs and strategies that enhance their learning and growth.

To make a difference with the most important portion of our population.
To be in a profession where I can use my creativity – drama, poetry, songs, art.
To see the positive effects of hard work and to see it in a short time (sometimes if takes longer!)

I believe I was meant to teach – it's in my genes! I have always enjoyed helping others in various ways. Teaching affords me the opportunity to help students who are the future of our society. I get a personal satisfaction from guiding young adults in the learning and discovery processes.

This career brings out the best in me: my desires to help others and to strive to learn and share my knowledge with my students are those components of teaching I enjoy the most. I also enjoy the challenges I face daily, to make others see and experience the joys of education that I see and experience.

I'm not sure. I enjoy it – but I think I was afraid to try other areas once careers opened for women in the 70's, so perhaps because it is safe.

Always concerned with justice issues and how to bring about peace in the world – during graduate studies came to see that teaching was an avenue for making an impact on our society and that I enjoyed children more than lawyers and judges. Staying in teaching b.c. I enjoy not only children but challenging and am able to see the difference I'm making in the world.

2. **What indispensable message do you want to communicate to your students?**

I want to communicate to my students that each individual can have an importance in society and can truly express their ideas through the use of art and design.

That learning is lifelong, enjoyable, important. With knowledge and skills they can lead a fulfilling life.

I want all students to know that they can learn skills that will empower them to improve and enrich their own and their loved ones' lives.

That they are accepted, valued and gifted and that as their teacher I want to help them discover their gifts, and develop them.

I want my students to know that they are all good human beings who have many talents and gifts to offer the world. I want them to believe that they are capable of achieving any goal they truly set for themselves.

Knowledge is its own reward.

They have the power and ability to shape their lives and learning.

I want my students to know that they are valued and capable. I want them to feel self confident and be willing to attempt new challenges.

Learning is fun and leads to an amazing opening of doors when that "fun" never stops.

I want them to believe that mathematics can be fun and exciting. I also want them to realize that no matter what career they choose, mathematics will be involved. A higher level of mathematical understanding will open many doors for them.

My students grow in an environment where there is a lot of failure and dispair – it is one of the poorest neighborhoods in the city. I try to communicate to my students a message of hope and confidence, a message that they have the potential to achieve whatever they set their sights as.

That they can be successful members of American society.

We can learn to get along with those who are different from ourselves but to do so we must all make a contribution to the community. Everyone is able – just not all in the same ways – this – we're all dependent upon one another.

3. **What do you want your students ultimately to become?**

I hope that my students understand that art and design are a small part of the total educational experience and that education provides them the means to have control over their own destiny.

Lifelong learners who have the skills, motivation, background and abilities to do whatever they want, but hopefully to contribute to improving our world.

I want my students ultimately to become life-long learners engaged in activities and studies empower themselves and others to have meaningful influence over their lives and their environment.

The best that they can be.

I want my students to become independent thinkers who realize the critical importance of asking "why." I want them to become optimists who have a vision for a more just and peaceful society where all people are free to exercise choices that nurture their spirit and satisfy their intellect.

Resourceful, adaptable, and open to inquiry.

Contributing, thinking and thoughtful members of our democratic citizenship.

I want my students to become independent learners who eagerly approach and seek out learning opportunities.

People who think for themselves – who don't accept what is told them – but question all the time and can come up with solutions for themselves.

Happy, independent contributors to society who respect themselves and others.

I would like my students to become critical thinkers who can work equally as well in a team as they do as individuals. This goal will ultimately lead to great success in their educational as well as their professional endeavors.

Problem solving – self-assured – independent – responsible. Caring citizens of the world who realize they must and can persevere to achieve their dreams and that with rights come responsibilities.

4. **What were your motives for seeking National Board certification?**

I believe that the National Certification process is an opportunity to further advance a teacher's growth and development as a educator. The acquisition of a National Level Professional Certification makes the teacher a member of a national community and may allow teachers educational opportunities across the United States. Educators need a voice in decision making which effects the children we teach and the schools in which we teach, national recognition can afford us this voice. Teachers ask to be treated as professionals and National Board Certification is certainly a step in the right direction. I feel that this process is well worth the effort and welcome the chance to grow and develop as an educator.

Teaching is a second career for me. I wanted to take the opportunity to reflect on/assess my work and career in a holistic, meaningful comprehensive way, to see how I was/am doing.

I began my documentation for NBL last year. I was at the point in my career that I wanted some sort of an external, officially sanctioned and respected review of my teaching practices. As I began throughout the process, I realized how much the NBL process helped me grow as a teacher.

I had always been told I was a great teacher. I wanted a chance to measure myself against national standards by my peers.

I sought NB certification because the state certification process has been largely irrelevant and inadequate for my professional development. I yearned for an instrument that would offer me a very accurate account of the nature and quality of my teaching. The district teacher evaluation system is devoid of meaning. I wanted a meaningful, instructive assessment of my ability.

To distinguish myself in my chosen profession.

I wanted to challenge myself and become better at what I do everyday.

I sought National Board certification because I wanted to measure my teaching practice against the National Board standards and because I wanted to experience the quality of professional development that occurs as a result of going through the process.

To see if I could do it – take the challenge and prove to myself if I was up to it.

I felt that I was an accomplished teacher (comparing myself to my colleagues and other standards I had learned from previous programs). I'm always up for a challenge and when I read The Care Propositions, I said "that's me!" It was something that I wanted to prove to myself.

Since there were so few NBCT's when I started NTL, I really had no clue about the "prestige" of being an NBCT. Instead, my motives were simply based on the development I would receive towards achieving this goal, and the opportunity to be recognized as being at the top of my field.

Interest, commitment to my classroom – probably most of all the sheer individual challenge.

To improve my teaching and knowledge of the teaching profession. To show that young teachers new to the profession could be accomplished teachers. To show other (young) minorities that they too could achieve NBC even though the stats indicate differently.

5. What were your motives for participating in the NTL program?

I wanted support and professional development which would allow me to achieve National Board Certification.

The support – moral, professional technical, resources.
Also the collegiality, professional development and opportunity to interact with like-minded educators and receive feedback.

I was encouraged by the equality of two of the other NTL participants from whom I thought I could learn a lot. Also, NTL offered to pay for the NBL fee.

A national board teacher had encouraged me to apply so that the $2000 fee would be paid for through NTL funders.

I was attracted by the structure of working in a cohort of professionals who met on a regular basis to talk about teaching. When I meet with other teachers at my school, we rarely talk about the most important issues – curriculum and instruction. Rather, we tend to focus on administrative issues. NTL brings the focus back to where it belongs.

Initially, to receive help in getting NBPTS Certification. But that changed and became ways to improve my teaching practice.

I wanted to seek NBC first. I saw the flier and called because of the (monetary and professional development) support of the Quest Center.

I participated in the NTL program for the support I would receive while going through the process.

Working with a group – I knew of no other groups in the area.
Having someone (Lynn) who thought I was up to it tell me that I should try this. (A personal call always works best.)

I heard about it from a member of a new teacher mentoring program I was in. she was an NBCT and really inspired me to join this program which was just beginning at that time. I felt that I would need some support going through the process.

I was very impressed by the high level of dedication I witnessed early in our NTL sessions prior to my commitment. I knew that this program would provide numerous opportunities for me to share my experiences and learn methods of improving my practice. Although I had an obvious motive of achieving National Board Certification, my greater motive was to improve my practice.

The support – ongoing, week after week, of mentors and a cohort. Financial support, too. I don't think I would have considered spending $2300 on an advanced certificate after 2 master's degrees.

Having my $2,000+ NBC fees paid.
Support
Resources
To be mentored by the best teachers in the CPS system.

6. **Do you think you would have been able to achieve National Board certification without the NTL experience?**

Definitely Yes	Probably	Probably Not	Definitely Not
☐	☐	☐	☐
N=2 15%	N=3 23%	N=8 62%	N=0 0%

7. **NTL teachers who have pursued National Board certification have a certification rate of 94% as compared to 50.8% nationally. How do you account for such a large difference?**

The NTL provides the opportunity to take part in professional development and work in collaborative cohorts.

The "pre-qualification of NTL teachers/NB candidates through a rigorous application process.
The intensive professional development activities/experiences, e.g. videos, research, articles, resource books, discussions.
Support of staff members for feedback, reading/viewing of entries.
Interaction among candidates.

NTL's demand of aspirant's time (4 hours/week plus an additional 8 hours once per month). The class family guarantees a candidate's success. Additionally, the writing was significantly edited by the facilitators -- to the point where the authorship was in serious confusion

Teachers are screened through applications, which weeds out those less likely to succeed.

NTL teachers receive a tremendous amount of support from everyone involved in the program, from Allen to Lynn to Marcy. We also support each other in very meaningful and direct ways, which positively impacts our success. There are many knowledgeable, experienced people reading and reviewing our writing, watching and critiquing our videos, and offering numerous nuggets and tips which guide us through the administration of the portfolio process.

70% Lynn
30% Structure and reinforcement and access to references and materials.

NTL provides a great deal of support especially in editing and revising writing of entry.

I believe the difference in success rate is due to the high level of support and the quality of leadership in NTL.

The intensity of the group-ness. The working with someone (2 people in this case) who really knew the process and expectations of the Board (NBPTS). The feeling of commitment engendered by the group and by the requirements to meet and by the expectations for those group meetings.

I believe that the difference can be accounted for in several ways:

1. NTL is a complete professional development program, which helps teachers understand Best Practices and incorporate them more into their practice.
2. All of the facilitators in the NTL program are National Board Certified teachers themselves. Therefore, they understand the process and demands of the National Board intimately.
3. The facilitators are very involved with the progress of the candidates.

I attribute this difference to the wide ranges of experiences and thus the diverse ideas of the members of the cohort. In addition, the co-coordinators were very knowledgeable about Best Practice and how it translates into the tenets of the National Board. Furthermore, these coordinators worked very hard with us to bring out the best in our instruction.

I think the level of ability, knowledge of content and pedagogy, and commitment was very high in my cohort (99-00). The size of the cohort – 7 people – helped. We truly received individual attention, and gave each other attention too.

The selection process – NTL chose the teachers who would participate by looking at their accomplishments and ability to write. Nationwide teachers who aren't ready for the process but who want to complete it have been allowed to do so. I would say 50% of teachers who "self select" will not achieve.

8. **Do you think you are a better teacher for having participated in the NTL program?**

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐
N=8 62%	N=4 31%	N=0 0%	N=1 7%

Please explain:

It was beneficial to experience the process of self-assessment. This self-assessment enabled me to develop as an educator and implement change within my teaching methodology.

Improved awareness of professional activities – resources, strategies, instruction
More cognizant of research, resources to improve instruction and why it works.

But I'd be a better teacher anyway. NTL had minimal influence; NBL questions and process had significant influence on my development as a teacher.

Sharing teaching strategies with peers was wonderful. I learned more about current research and best practices that allowed me to improve my teaching.

The relationships that I cultivated through NTL had a direct positive impact on my teaching. I visited Lynn's, Marcey's, and Luis' classrooms in order to

observe Best Practice in action. I listened and learned each week as teachers shared activities, assessments, and strategies. I returned to my classroom the next day and implemented much of what my colleagues taught me.

It made me feel that teaching is a profession worthy of respect.

The intense work with the other teachers in my cohort made me much more reflective about my practice. They are superior teachers and I learned new strategies and ways of thinking from them.

I feel that I am more aware of current research and best practices in the field of education. I also feel that I have learned from my accomplished colleagues.

The reflection we needed to do – not only in our writing – but to each other – made us really look at what we were doing. But even more, what we could do to make it better. Also, gave us a time when we knew we could vent. Made me realize the importance of this.

Yes. I have become more reflective and sensitive and cognizant of my students' learning styles and individual needs.

I have become a lot more cognizant of my practice since I started with NTL, and this has obvious benefits. I always consider if my practice is student-centered, if I incorporate diverse learning styles and if I use authentic assessments. All of these elements are born from my training with NTL.

I find I'm more aware of what I do and think more about what goes on in my classroom. Awareness → reflection? I think I am reflecting, which I didn't do previously.

I have learned about so many more strategies that I can use to meet the needs of all my students. I also have a stronger voice and am better able to lead other teachers. My classroom, teaching practices, lessons more clearly reflect my vision and philosophy of teaching.

9. **Do you think you and other National Board certified teachers in CPS are given the recognition that is deserved?**

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐
N=0 0%	N=4 33%	N=6 50%	N=2 17%

Explain:

Only after the successful completion of NTL initiative for National Board Certification did the CPS begin to support and emphasize the importance for every educator to become a NTBC teacher.

Recognition was one-shot and then over. We are not consulted or utilized for input on educational/issues/decisions/policies. Our CEO has never met us or had a discussion with us.
The principal at my school does not encourage leadership or cross-teacher sharings about professional development. Also, the one time $3000 from the state of IL does not commensurate with the achievements level of importance; annual percentage increase should also be included.

I don't know that we "deserve recognition". Every year we ask our children to stretch and grow in our classrooms – shouldn't we ask the same of ourselves? The NB process does that.

It's difficult to say because we are still, in a sense, pioneers. As more teachers go through the process, the understanding of the enormity of this task will garner more appreciation and recognition.

Too early to tell.

I am really not sure. What recognition have we received other than at the Board Meeting that wasn't from the Quest Center? The other NBPTS certified teachers who are union members should, I think, get the same recognition from the CTU.

I don't believe most people understand what National Board Certification is all about.

Has Vallas ever bothered to send us a postcard congratulating us?
My principal has no clue what it means – and no one in administration has bothered to really enlighten him – or any other principals. Other districts get special treatment – notices in newspapers, letters to parents, trips to conferences, etc.

We have been recognized by various organizations, but each was a one-shot deal. I had absolutely no recognition in my school.

It hasn't been that long since I earned certification, so I really can't make a solid judgment about whether my colleagues and I have received enough recognition.

Yes, by organizations and people outside of CPS. Definitely not by CPS. The Board as such did recognize as, but after everyone else – the City Council, the Union, the professional development group of CPS. One would think they would

have had a news release – oddly, the one person interviewed by our major paper was not connected with NTL.

The Union does fully recognize us – but CPS is a different more complicated story. This is a difficult question – yes – we shouldn't be "bigger" than our peers – who are accomplished in their own ways – but we should be recognized – which we have been – but – would have liked a letter from P. Vallas. We got ones from the mayor – or for Vallas to have attended one of the ceremonies we were recognized at. Maybe even to have had us pictured in the CPS paper for parents.

10. **How do you plan to (or continue to) stay involved in the NTL program now that you have earned National Board certification?**

I am facilitator for NTL III and plan to continue to help other teachers achieve National Board Certification.

I am currently co-facilitating a "cohort" of teachers going through the process this year. I plan to continue to work with the program and current/upcoming candidates in this capacity.

I occasionally assist as my schedule allows. Next year, I hope to mentor candidates more consistently.

I am not involved in the NTL program.

I mentor an NBC candidate now, and I plan to remain involved as a mentor and possibly a cohort leader for Mc/Gen's.

Tutoring other candidates.

I will mentor individuals.

I plan to support and mentor teachers who want to go through the process of National Board certification.

Facilitating groups – it is the most exhilarating experience to meet regularly with people who are enthusiastic and who want to talk about teaching (and the important issues in teaching). Prevents burnout and is rather like my reasons for wanting to teach in the first place.

I am currently co-facilitating a cohort of teachers in NTL going for their National Board Certification – and I love it! I would like to continue doing this for awhile.

I am currently mentoring other EA-ELIA teachers in NTL and I help out wherever I can with meetings or recruiting of new teachers to the process.

Hopefully there will be individuals to mentor in my certificate area, or in my experience area (i.e., Language Arts – Secondary). This year has been difficult. Also, there are two interested teachers at my school. I'd love to work with them.

Facilitation 2000-2001 NTL 3
Program Coordinator for pre-candidacy 2000-2001
Speaking to Funders of NTL 1999-2001 to principals
Will continue with these activities next year. Write for CTU's paper on NTL process – 2000.

11. **If you had it to do over again, would you participate in the NTL program?**

Definitely Yes	Probably Yes	Probably Not	Definitely Not
☐	☐	☐	☐
N=8 62%	N=5 38%	N=0 0%	N=0 0%

12. **If you had to identify a single NTL experience that helped you grow professionally, what would it be?**

Establishing professional relationships with the other participations in my cohort and the members of the Quest Center was the single NTL experience that helped me grow professionally.

Working with the other teachers in my area to get input/feedback/suggestions on how to improve/enhance my practice. This included resources and strategies.

The application to be part of NTL.

Sharing ideas with colleagues.

What helped me most was the opportunity to visit my colleagues classrooms and observe Best Practice teaching in action. I then was able to speak to them after about what I observed and how it may or may not work in my classroom. At Disney Magnet School, I observed Marcey Regan's 4th graders resolve conflicts through peer mediation, and approach that I have incorporated in my classroom.

The unending reflection on my practice.

Watching each other's videos and discussing the lessons. It didn't matter that I saw videos of high school teachers or bilingual classrooms and I teach 4th grade – the discussions and strategies were a great tool in my professional growth.

Collaboration with my colleagues was a significant experience that helped me grow professionally.

Working closely with other teachers, where all of us had a common goal, no matter what grade level or certificate we were.

I feel that I benefited most from personal reflection of my assessment procedure, particularly when shared in a group session. This afforded me a great chance to learn about how to improve my assessment towards the goal of being more student centered. Furthermore, I learned a ton of new ways to assess my students.

Seeing videos of great or improving teacher, and then discussing the videos. The exchanges of ideas about methods and strategies were invaluable and still reverberate (sp? – I'm tired) in my teaching.

The required readings – reading "Alfie Kohn" fostered my belief in my ability to make my vision of 1st grade (a model of democracy) and reality.

13. Are there other topics that should be included in the NTL curriculum?

Yes	No
☐	☐
N=6 46%	N=7 54%

If "yes," please describe:

Please see attached for the ideas I suggested to NTL last Feb. (2000).

More time on National Standards in math/social studies/science. Looking at pre-planning units of instruction to meet entry requirements. Utilizing the internet as additional resources (e-groups. etc.)

Maybe some classroom management techniques.

Much more intense studying of student work (analyzing the work). What to do with included children – whether those of special needs or of second language. We talk re: differentiated instruction – but should go into more detail and how it affects teaching.

It seems that writing needs to be addressed more now than it did in the past two years. I've been trying to figure out why. I think the past candidates were truly self-selected, and that there was little chance of monetary reward. Therefore, the level of applicant was high and there was no need to have a coach or an editor on the application. I believe this has changed; while many who applied are at a high level, some are not, and have been able to hide that.

Working with staff to improve and building relationships at school. NTL has improved greatly since I was in it – fewer off topic/interest readings – homework is more closely tied to portfolio. NTL should continue to make sure

readings/videos/discussion fit needs of candidates – Still need to work on insuring portfolio work belongs to its teacher and not the facilitator. Focus shouldn't be or achieving but on growing as a teacher.

14. In terms of your career in education, where do you see yourself in five years?

I plan to continue my career in education by obtaining my PhD in educational leadership and expanding the impact of education through the use of the internet and its developing impact on our culture.

I will continue to be very active in professional development and curriculum. If an opportunity presents itself, I would be working within a school or district in this capacity on a full-time basis.

Teaching principal (i.e. principal who teaches 3-4 hours/week), or
Assistant principal, or
Classroom teacher (middle school level) in L.A. or math.

In a classroom doing exactly what I'm doing now – teaching and mentoring others.

I see myself teaching in a school where all teachers utilize Best Practice teaching methods. I see myself employing project-based teaching and learning to make students' educational experience as meaningful as possible.

Teaching, maybe department chair, with some consulting? Hope to apply and complete a PhD program.

I see myself continuing to grow as a classroom teacher. I think I'll be in the classroom, mentoring other teachers, hopefully in a school run by like-minded teachers.

I see myself doing the same thing in education as I am doing now.

Definitely not in administration. But I would love to be able to teach adults more often/or teach parents. My dream job would be ½ time in class and ½ with parents of adult students. Do I see myself there? Probably not – there are unfortunate financial considerations and teaching is economically OK for me. I guess I'll be doing exactly what I'm doing now.

I see myself still in my classroom, teaching my students. I would also like to be facilitating in NTL, as I am now. One change I see is that I will be doing more presentations and workshops for teachers.

My current position, as a technology resource teacher, brings me a lot of enjoyment, but I miss a lot of the elements of traditional language arts classrooms such as writing centers and literature circle discussions. I would love, in five years, to be teaching in a classroom that has a number of tech resources, (multiple workstations and Internet access) while also serving as a rich environment for discussion and sharing great literature.
Teaching mentoring, hopefully consulting in ESL.

In a classroom – teaching and mentoring other teachers – working with the Union and other community organizations in educating parents and teachers about best practices.

15. In your opinion, what are the greatest strengths of the NTL program?

The ongoing professional development and the relationships with other professionals which develop through the program.

Ongoing, relevant to the portfolio/assessment center professional development/support and resources to support the process.
Moral/emotional support through group process.
Physical/technical resources – articles, cameras.
Small size of cohorts – low candidate: facilitator ratio.

Resources, commitment of CTN and NTL teachers.

Support of cohort members – both emotional and intellectual.

The greatest strengths of the program stem from its cooperative, collaborative nature. The confluence of intelligent, dedicated, hard-working professionals yields an atmosphere of professionalism and a resigned sense of purpose seldom seen on a school-wide basis.

Lynn, Lynn, Lynn.
The fact that it is designed and taught by the highest order of professionals.

Watching and analyzing and critiquing each other's videos.
Empowering teachers' growth as professionals.

The greatest strengths of the NTL program are the collaboration with colleagues and the support through the process.

1. Is organized as a class – requiring assignments, requiring outside reading, requiring attendance.
2. This "mandatory" organization creates an atmosphere of respect – for each other, for the process, for the certification. We take all this very seriously and so should you.

3. The facilitators are people intimately associated with the whole experience.
4. Meeting regularly creates a support group – not just for help with this process – but for being a teacher.
5. The food and being paid for all our time and parking.
6. Pay for subs and availability of video equipment

1. All facilitators are NBCTs.
2. Candidates are carefully screened before acceptance into NTL.
3. A sense of collegiality.
4. A full professional development program
5. Summer Writing Workshop

I find the greatest strengths of NTL are the following:

1. The skill of the co-coordinators, who are veterans of Best Practice and tireless workers towards promoting this ideal.
2. High expectations and standards for portfolio work set by these coordinators.
3. Support for all facets of the portfolio (filming, sub coverage for visiting other schools, etc.)

One great strength was the amount of time our mentors were able to give us, and the willingness of the Union to provide space.

Knowledge of teachers in program and who are facilitating it – Lynn knows about everything in the field of education and works hard to share her knowledge and expertise to research.
The small ratio of candidates to facilitators
Resource library of Quest
Allen

16. What are the greatest weaknesses of the NTL program?

There is a huge time commitment and many of the candidates agree to this but then do not maintain a schedule which keeps them on track.

Incredible amount of time required in addition to actual work time involved in portfolio/assessment center.

Facilitating discussion
Clear objectives
Structured or organization of class time

Does professional development activities in addition to working on entries which adds additional stress to candidates.

Size limitations.

Not centered enough on needs of teachers during each weeks' meetings.

A weakness may be an overload of homework assignments.

1. Over-editing of entries – at some point the entry must be ended – that should be the responsibility of the candidate.
2. Philosophy becoming one of numbers -- % must be kept high – therefore the over-editing, rewriting not by candidate.
3. Meet too often after January.

    1. No strict intermediate deadlines for entries
    2. Dealing with adults (candidates) that do not fulfill the requirements of NTL or who are disrespectful of other candidates and/or staff.

I'm very pressed to think of any weaknesses in the program – I was, on the whole, very pleased with my experience.

Wasted time – time spent reading – talking about – watching – listening to info not directly related to candidate's area of interest or specialization or portfolio – Balancing student/teacher need with professional development in a diverse group of teachers.
Need to do KWLs with candidate!!!! (What do you want to learn?)

17. What suggestions would you make to improve the NTL program?

The director should be a project manager and have time to advise all the cohorts and their facilitators rather than facilitator of one group.

Continue to revise structure of program to accommodate new-more certificate areas – in terms of resources – research, articles, videos, and also the structure and scheduling of cohorts.
Spend more time upfront and early on writing skills, genres (types of writing) – analytical, descriptive, reflective. Lots of practice/models.
Practice videotaping earlier (summer, early fall) to correct for technical issues.

Focus more on completing entries. Offer option days when subjects are defined and stated for that day and candidates can choose to come or not.

I would bring in recognized experts in the various topic areas of the six NBPTS portfolio entries to speak to salient issues, offer counsel, and answer questions NBC candidates may have. These individuals need only be NBC teachers who have demonstrated proficiency in these areas in local settings.

Help it to grow, within reason, to better serve all who make good candidates.

Keeping to (and always providing) an agenda.
Strengthening support for assessment center.

Change homework assignments to classroom activities.
Meet once a week without monthly Saturday meetings.

1. Meet regularly until after Christmas. Then only 2x/month. The facilitators would be there for those who want to come – but could leave after – not have to stay the whole time.
2. Shorter large group time/fewer videos.

Correct the weaknesses in #16.
Move most of the videos shown to candidates to an earlier time of the year.
Straighten out the video camera situation.

The program needs more support – monetary wise – to cover expenses at times. It seems that NTL was often stretching its dollars very far – that is a need that is being addressed, but should be solved to insure future success of the program.

As someone who went through certification "on my own" – that is, no one was in my area AND the certificate was being offered for the first time – I think I needed more of the "inside" knowledge the others got. I didn't even have a scoring guide – I would have done better if I wasn't in that position. Yes, I know I achieved, but.....

Do KWLs – survey/assess needs and interests
Less whole group more 1 to 1 scheduled meeting time – which would mean – candidates come every other week but facilitators each week.
Small group meetings by interests, share issues, problems or concerns – not just certificate area – (just like in a real classroom).

18. **Describe how your school and district (CPS) have benefited from your expertise as a National Board Certified teacher.**
Examples may include:
- **conducting professional development workshops for the instructional staff at your school;**
- **mentoring less experienced, beginning or less effective teachers at your school;**
- **working on school-wide committees that address school improvement issues;**
- **working in your school with other teachers who are seeking National Board certification; or**
- **working on special projects within your school.**

I consider myself as an apostle of the NTPTS. The impact that I have within my school is to instill the values and principles of the NBPTS to my peers. My impact is demonstrated within the school community as I conduct programs involving the school and community.

I have mentored beginning teachers as part of a district-wide program.
I continue to conduct p.d. workshops at my school.
I continue to chair/work on school-wide committees for school improvement – curriculum, quality assurance, SIPAA.
I continue to work on special projects within my school.

Mentoring NIC teacher-candidates
Presenting to CPS staff at Chicago Area Writing Project (CAWP) presentation
Collaboration w/colleagues on cross-curricular units of instruction.

I do all these. Lead teacher for Quality Review.

I have mentored non-NTL teachers who are seeking NBC at my school. I am applying for a Master Teacher position at the National Teacher's Academy, a new CPS school which seeks to employ NBC teachers and offer Best Practice education to students, and serve as a demonstration site for interns and experienced teachers.

I haven't done any of these yet. Too busy (even for this study!) to volunteer and no has bothered to ask.
I will be host to a teacher from England this year and will be at IL State Board of Education Conference on educational leadership.

My work at my school has improved therefore my work on school-wide committees is stronger.
I am working with a teacher at my school and one other in the NTL group who are seeking NBPTS.

I mentor teachers in my school who are new to CPS.

I am a teacher facilitator for teachers in my department.
I am lead facilitator for our LRE (least restrictive environment) grant.
I work on school-wide committees that address school improvement issues.
In general, I have taken on more of a leadership role.

CPS has not asked for my help – so has not benefited. Re: School – my vice principal has asked for my assistance on several important committees – I had never been asked to be on them before.
I talk to those teachers who want to know ie: National Board – tho so far none has been interested.
I convinced a good friend to enter pre-candidacy program and I continued to support her efforts.
I was asked to facilitate a new teacher's group – not mentoring exactly – but running a large group w/2nd year teachers 5 times a year – but was a union person who asked me to do it.

I mentor beginning teachers at my school, but I was doing this before I was an NBCT.

I have only been an NBCT for a few months, so I haven't been assigned any new duties as a result of my certification.

I will be working with one or two teachers in my school who will be seeking certification. Otherwise, my expertise will be "used" through NTL and the Union. Although I made the LSC aware of having one of few High School NBCT's, and the only one in my field, on the faculty, no one has in any way suggested that I might be useful outside of my classroom. The "no one" includes all administrators.

I did all of the above before and/or since NBC.
Additionally the NB/CPS video to recruit for NB-PHD program, the CPS television show "In Focus", CPS/PHD certification area chats, aided planning for CPS-PHD program by talking and sharing my experiences with CPS leaders.
Conducting workshops for LSCs – talking to principals
Working with organization who desire to support teachers through NBC.

19. **Have you worked in any other special capacity for your school and district as a result of your National Board Certification?**

Yes	No
☐	☐
N=6 46%	N=7 54%

If "yes", please describe.

See above – mentoring beginning teachers,
Present/conduct workshops for groups of beginning teachers.
Present/conduct curriculum and pedagogical workshops for teachers.

I work for Quest Center through NTL as a facilitator for National Board candidates.

Mentoring other teachers through NB process.

I work for Quest Center through NTL as a facilitator for National Board candidates.

I think – though of course my principal would never say it – that as a result of my certification (and my continued participation on a school-wide committee) he sent me on a week-long conference to Yale – where the theme is, how teachers and schools can encourage children's learning.
My school ignores my NBCT status.

I am sponsoring a teacher from England this month through CPS. This teacher will observe and share his own experiences for three or four days. I am also a mentor through the MINT program of CPS, which affords me many chances to approach my new teachers with the ideals gleaned from NTL.

As a presenter in the MINT program – 2nd year portfolio development for new teachers in CPS.
At school – nothing.
I will be going to China in April to teach methods to Chinese teachers of English.
I know certification had something to do with it.

District spokesperson and consultant roles.
Keynote speaker at Rachel Carson Elementary kick-off breakfast at Tribune Tower funded by Annenberg grant. On benefits of reflecting or practice spoke to CPS tutors who attended Univ. of Chicago on how to better aid the teacher and students they are working with.

20. **Describe how any of the following have benefited from your expertise as a National Board Certified Teacher:**
    a) **Nearby school districts**
    b) **Illinois State Board of Education**
    c) **Regional or National Professional Organizations**
    d) **Chicago Teachers' Union**
    e) **Universities**
    f) **Other**

The teachers I facilitate at the Quest Center benefit from my being a NBCT.

I have led sessions at a regional and national professional organization's conferences. I am currently working with the NTL program for the CTU (d) QUEST Center. I've spoken to classes at University of Illinois-Chicago.

Mentoring candidates.

I continue to work with the QUEST Center (NTL) as a mentor.

Why aren't students on this list? Or on the 2 previous questions? My priority is STUDENTS! Ask me about how I have improved in instruction! Why only this?

I am a mentor for a student teacher from Northwestern University.

I work for the Quest Center within the Chicago Teachers' Union. I support candidates for National Board Certification.
A teacher from my city (Evanston) was going thru the process and had no group – I helped her with studying for the assessment center.
Worked on State Reading Initiative – tho began before I found out I had achieved.
Facilitating NTL group and 2nd grade new teachers.
Went to talk with pre-candidate groups and w/groups going thru the process w/CPS – via ISA.
Spoke at IL State Bilingual Conference re: process.

In 2000, I spoke at the ICTM Annual conference (IL Council of Teachers of Mathematics) about National Board Certification.
In 2001, I will speak again on a topic related to teaching activities.
Before NBPTS, I didn't have the confidence to speak at such a large event.
I am currently facilitating for NTL as well as trying to recruit new teachers for the program
I have spoken to a U of I –Chicago class about evaluating and analyzing teaching practice using video tape.

CTU and the Quest Center have benefited from my expertise in the form of the mentoring work I have done. I have worked as a mentor to teachers within my building and they are learning many of the same ideas I learned in NTL.

South Cook school districts – provided professional development (36 hours) to conducted classroom visits and observations to improve summer school literacy program
ISBE paid for my training and salary to work with Summer Bridge Teachers.
IFT, helped out on their CD for new teachers
NTL and pre candidate program – talking to Funders – principals, speaker at delegates meeting – present at conferences
UIC – Mint program speaker
Kohl Academy of Outstanding Educators – wrote about how members can earn NBC. Present for community organizations who work to empower parents. Local children's museum – planning for their exhibits.

21. **Describe how you think your school, district, state, union, professional organizations and universities should seek your expertise as a National Board Certified Teacher. Examples may include:**
    - **conducting professional development workshops for the instructional staff, acting as mentor with less experienced, beginning or less effective teachers at your school;**
    - **being placed on school-wide committees that address school improvement issues;**
    - **working with other teachers who are seeking National Board certification;**
    - **being involved in the origination and/or execution of special projects;**
    - **serving in any other capacity within your school;**
    - **other.**

All of the above, plus –
Input on curriculum, personnel, contract, policy issues at all levels.

Mentorship with struggling or new teachers!
Leading schoolwide committees on uniting school curriculum.
Leading teacher-created and run evaluation system that focus on professional development and school-wide sharing.

Working with other teachers seeking National Board certification and with teachers who seek to improve their practice.

I believe the creation of the National Teachers Academy is an acknowledgement of the importance and capacity of NBC teachers. It elevates NBC teachers to a position of authority and accountability which recognizes their desire for excellence in education.

Yes to all of above.
Also, they could pay me more and let me teach more students!

All of the above.

We should be going to principal's meetings. I have suggested this numerous times and it never seems to get anywhere. But unless the principals buy into the importance and the difficult and the support needed – nothing will change (or very little).

State associations should be asking us to write articles for their journals re: why and importance (ie. reading assoc., math, soc. Studies. Bilingual, etc.)

Paul Vallas and Gerry Chico should be asking our opinions on curricular/policy in classroom issues – not simply people they know who have been in the system a long time.

The administrations – whether in school or the larger ones – should be thrilled to offer us subs to go talk to and observe teachers who are wanting info on process.

We should not have to take sick days or personal days to speak at conference or workshops on this topic.

The publicity department should be rigorously touting us in the media – CPS needs all the good press it can get (Have you seen any?!)

I think that my school should have recognized my achievement in some way.

I would like to be asked to present professional development workshops at my school.

I think NBCTs should be used as resources and presenters for University Education programs and classes.

We would be available best to present at workshops as mentors or working one to one with other teachers seeking NBC. This is such an arduous process, teachers would benefit from any expertise we could offer in a very direct fashion.

All of the above should be aided by NBCTs but too much can cause burn out. NBCTs should be able to limit their involvement but should be involved in the areas that most interest and concern them.

Working with parents and funders should also be an option for NBCTs.

Seek our expertise by calling and writing us and offering us a well paid stipend for our work.

22. **Describe any professional opportunities you have experienced as a result of becoming National Board certified. A few examples of such opportunities would be: leadership positions, mentoring positions; advising positions to your school's principal; being promoted to an administrative position; or any other professional opportunities that you may have experienced in your school, in the district, with your union, or with professional organizations.**

I am a facilitator for the NTL program at the Teachers Union.

I was already doing many of these things prior to becoming certified -- mentoring, advising, leadership at my school. New opportunities have included my current work with the NTL program as a facilitator of a cohort in this year's group. Opportunities to work with schools throughout the state have been provided, but I have been unable to participate due to scheduling.

To early to tell.

Mentoring NB candidates – other activities I was involved in before.

I have been offered the opportunity to apply for a master teacher position with the National Teachers Academy.

I've been asked to facilitate McGen discussion of McGen's & McGen candidates in Chicago.
I've been asked to mentor NBPTS candidates.
I am serving on the Local Professional Development Committee for Region 3.

I've been asked to facilitate McGen discussion of McGens and McGen candidates in Chicago.
I've been asked to mentor NBPTS candidates.
I am serving on the Local Professional Development Committee for Region 3.

The main professional opportunity I have experienced is becoming involved with NTL and serving as a facilitator for National Board candidates. I also take on more leadership positions within my school. I was given the opportunity to speak at the Chicago Public Education Fund Board meeting and to present at the Quest conference.

I noted the only ones earlier:
Facilitating new teachers group.
Being sent to a conference – tho I'm not sure this is because of National Board – since he knows nothing about it (I think the people organizing the conference told him to do this).
Vice principal asked for me to be on committees.

I have turned down a couple of opportunities because they would have causes me to leave my classroom for a year:

1) as a member of a team to help remediate one of the underperforming high schools in Chicago.
2) As a member of a statewide initiative to help teachers improve their practice by being with them in their classrooms.

I have:

1) been on 2 different Cable TV shows in Chicago
2) Appeared in a professional development video by Skylight Productions
3) Appeared in an NBPTS video on NB Certification

4) Speaking at ICTM
5) Presented (with others) a session at the Quest Conference 2000.

I am currently a mentor at school and via the NTL program to six teachers. I was also invited to moderate a session of the Quest Center's conference regarding future NTL cohorts.

I will be going to China in April to teach Chinese teachers of English some listening and speaking methods. While I interviewed and demonstrated what I would do, I know the opportunity was enhanced by NBPTS certification.

CTU Quest Center: Facilitator, Program Coordinator, Consultant, Presenter, Speaker, CD for IFT
CPS – "mentor" speaker through video, cable TV program, certificate and like meetings.
Kohl Academy -- Education Advisory Board member to Children's Museum
ISBE – Professional Development Provider

23. **Describe any recognition you have received as a result of becoming National Board certified. A few examples of recognition are things like monetary compensation in the form of a cash gift, scholarship money, continuing education funds, a gift certificate either for personal use or for classroom supplies; a public award such as a plaque or the appearance of your name on the school marquee or bulletin board; verbal commendation such as recognition given during school announcements, a meeting, or a school-wide assembly, a written commendation in a school newspaper or newsletter or letters of congratulations.**

Cash gift from the Chicago Education Fund
Plaques from the Chicago Teachers Union and the Illinois Federation of Teachers, and the Chicago Board of Education
The Chicago Teachers Union has featured the National Board Teachers several times and I received letters of congratulations from NAEA, and a few friends

Many – we received plaques with verbal commendation at the union delegates meeting, a board meeting, and a district teacher institute conference. I received a gift certificate and commendation at a school-wide assembly. We received a cash gift from the Chicago Public Education Fund. My school's local neighborhood newspaper ran a cover story on me. Our school newsletter included a short article. I also received a book/letter from a school vendor.

Chicago Teacher's Union plaque
P.A. announcement at school upon award, Nov. 2000
Recognition and letter from Mayor Daley and Chicago City Council
ISBE letter of recognition
IFT letter of recognition

Chicago Public Education Fund $3000

$3000 from Public Education fund
$3000 from state
Plaques from CTU, Board of Education and Teacher's Academy
Recognition in newsletter at school and gift from PTA
Letters of congratulations from Sen. Durbin, and Max McGee

City of Chicago – city-wide resolution read at a city council meeting.
Chicago Foundation for Education -- $3000 award.
Chicago Teachers Union – QUEST Center Trailblazer Award (plaque) and recognition at delegates meeting.
CPS Office of Pro. Development – recognition at "under the umbrella" conference and plaque.
CPS Board of Education – recognition at CPS board meeting, plaque, and trophy.
IL Federation of Teachers – recognition at delegates meeting and glass paperweight
IL State Board of Education -- $3000 award (pending)
CPS -- $2500 award (pending)
Publication of article and photos in Chicago Union Teacher newspaper.
$3000 from CPEF
Meeting with mayor at City Commission meeting and received plaque.
Recognition and plaque at CTN meeting.
Invitation to attend CBE meeting and be recognized.
I received no recognition at the school level other than privately from my principal.
Recognition from Rochelle Lee Fund.

$3000 from CPEF
Meeting with mayor at City Commission Meeting and received plaque.
Recognition and plaque at CTU meeting.
Invitation to attend CBE meeting and be recognized.
I received no recognition at the school level other than privately from my principal.
Recognition from Rochelle Lee Fund.

The recognitions I have received are as follows:
Recognition at the Governor's State of the State address.
Recognition and plaque at the CTU members meeting.
Recognition and plaque at Chicago Board of Education meeting.
Recognition and plaque at the Chicago City Council meeting.
$3000 from the Public Education Fund.

Plaques from CPS Board, Union, and one other
Money from Public Education fund
Waiting for money from state (no one in CPS was aware of the award – even tho it went to them)

Money for helping ISU candidate groups
Money for helping UIC pre-candidate group
Principal made an announcement on the intercom
Vice-principal brought balloons and coffee cake the next day – that made some teachers ask me what it was
Dinner from Union – NTL
Presents from Union - Quest

$3000 from the Chicago Public Education Fund
Recognition from Mayor Daley and the City Council, receiving a resolution
Recognition from the Chicago Teachers' Union – plaque and clock at CTU meetings
Recognition from the Chicago Board of Education – plaque at board meeting
Recognition from the Teachers' Academy – plaque and bag at Under the Umbrella conference.
Recognition by Gov. Ryan at his 2000 State of the State address and at a reception at the Governor's Mansion.
$3000 bonus from the State of Illinois (not yet received)
A color inkjet printer from my family.
Recognition at the dinner during the 2000 Millikin Foundation Conference – all expenses paid for the conference, too.
Recognition by the Quest Center and their funders – dinner, crystal heart, leather folder and respect!
Crystal star from the IFT at their 2000 conference luncheon

I have received a gift of $3000 from the Chicago Public Education fund, recognition from the major and the School Board as well as the Chicago Teachers Unions, and an opportunity to be well compensated as a mentor through NTL. The state and city have promised, though not yet delivered, gifts of $3000 each.

I happily received a gift of $3000 from the Chicago Public Education fund. The City Council recognized all of us at a breakfast and with a resolution; we have plaques from the Union, the Board (CPS) and the professional development arm of the Board (CPS) and a brass apple statuette for our desks. At the school, a mumbled congratulations at a meeting – most faculty members could not hear what it was for. Lots of appreciation from my students. Many mentions in the Chicago Teachers Union paper.

CTU – Trailblazer Award, many mentions in Union paper, $$ for helping NTL and pre candidates
CPS – Recognition Award – Chicago Teacher Academy, CPS Board's Resolution player
IFT – at conference crystal star and letter
Franklin – principal written letter of commendation in school newsletter. Principal to assistant principal – flowers at staff meeting, teachers "Congrats" sign on class door, parents – party-presents

AFT – letter
Dick Durbin's letter
Governor's state of union address and mansion visit and letter
Mayor and City Council – resolution plaques and photo
CPEF -- $3000
ISBE -- $3000, $5000 for serving as PDP.
Kohl Academy – newsletter and card
Applause at all occasions where teachers are gathered

NTL Pre-Observation Interview Protocol – NB Teachers

1. Would you provide a brief description of lessons we will observe today and tomorrow?

Two classes differ – 7th and 4th – products student will produce – Faith Ringgold's quilt. Student will write reflections on art. Artist's purpose in making quilt – Faith Ringgold's statement on African American's. Students make own quilt about their personal heritage.

Math – semi-traditional, warm-up and book – multiplication.
aa x b = 2 groups—resource teacher take 1 group
Social Studies – research on Jane Addams. Begin learning
Reading – 1 child – ESL. Small group – logs, computer teacher reading, resource teacher. Largest group stays with her – predicting in Reading Journal, "100 Dresses" – a light, easy chapter book. ½ reading, ½ discussion
After lunch – DOL, class Meeting, Oral Reading, Silent Reading
Science – Finishing unit on matter. They've done solids and liquids. By obs. Figure properties of Oobleck.

Reading – "Moves Make the Man" about a boy in 1961 growing up black. The students read that last week. They completed a resume, do a collage, and prepare a draft of resume. There will be a multi-interpretation of the story: verbal and spatial.
Today or last night, they wrote a story about their ideas. Students will partner to write and use a checklist to analyze the student work.
Writing – Will do first draft of resume, collage, one scene based on "Moves Make the Man". They have learned the skills. Each will choose which modality for final draft. Will be working on a made-up resume based on story. Students will create a checklist to assess the resume.

We will use laptop computers today. Students will pickup assignments. There will be a group lesson. In both, we will work on geometry and + value.
Social Studies – use computers to study the history of Chicago.

Group work – show 20 minutes of video. Work on advancement of civil and women's rights. Group work in groups of five. They will have to do work and report it – orally, written and verbal. Look at 5 areas: economics, social, history, law and geography. Ex. Show it with charts.
Show 20 minutes of a video – group project is advancement of Civil and Legal Rights. Select a topic on "women's rights" or "civil rights". Areas of focus: economics; history; law; geography; social. Students work in cooperative group to address all five topics. They then develop visual charts, give group and individual reports.

Review homework on paraphrasing. Then, mini-lesson on writing a conclusion in an essay. Next, they will have work time. They have been reading biographies and will be doing biographical reports. Depending on how much they get done, we will then move into working on their Illinois brochures.

This is the first day of fairy tales in Spanish. One group will be at the cassette listening to "The Ugly Ducking." Another will be in a reading group with "Read Riding Hood;" another will read "Little Red Hen;" another "A Boy and His Donkey." Aide will help finish writing (about parents' childhood experience) and do phonics.
Fairy tales (in Spanish) – slow ones, "Ugly Duckling"; fast ones, "Little Red Riding Hood"
One group – "Cinderella" (slow)
Pairs – "Little Red Hen" – "A Boy and His Donkey"
Listening, List, Reading
Aide will take the other groups – LA and phonics
Repeat
Aide – working on completion of last unit's parent

p.1 College Algebra – 5 groups will provide a section of the chapter
p. 2-3 Trigonometry – finish 45-45-60-90 angles. Will talk about reference angles for special angles and values of trig functions.
p. 5 Calculus – going over homework – 1st theorem of calculus

8th grade (highest level)
On-line learning project.
Expedition team in Southern Latin America – Mayan Culture
Same type of lesson/different class
5th grade – with modifications (lowest track)
Average and advanced teaching

5th poetry view Mon Addis 2nd interview Tuesday
2nd composition view Tues RIM 3rd interview Monday
Today in composition – returning papers for rewriting. They are preparing for the IL Measure of Achievement and Growth in English (IMAGE).
In poetry – trying to collect poems for students poetry anthology.
William Carlos Williams
Kenneth Koch – "This is Just to Say" a poem apologizing for something that the poet really likes to do.
Composition class – return papers for students to do rewrites. Preparing for IMAGE test.
Poetry – ESL3 – Collecting poems/writing. Students were not familiar with terms for writing. They are writing poems and reading poems to illustrate something they feel sorry about.

Children at end of fractions unit. Lesson today on Probability and Chance -- how it relates to fractions. Leads into percentiles. Today probability and tomorrow will be percentiles.

Beginning of a weather unit – Mini lessons. Master how to use a thermometer and question analyze. Pictographs. Use outside. LA Chapter BB. Working independently. Tomorrow – whole group activity. Writing – introductory narrative. Webs – brainstorming in preparation for ISAT. Chooses prompts. Creative play.

2. **What can we expect to see you doing?**

Introduce lesson. Older students – group to group work. Fourth grade – lead them through a discussion.

Leading lessons, discussing, demonstrating, facilitating, ie. teaching

Review homework. A student will read the agenda for the class. Everyday – listen and talk to each other – for example – "What did you invent for your character's resume?" Roam the room to keep students on task.
Copy homework. Someone will read aloud. Everyday they interview a writing partner. "What did you invent for your character's resume?" Teacher will wander around the room to keep kids on task.

Before 9AM – procedure of getting started. Do phonics review. Group will go over assignment. Introduce a story which they previewed. They will be working on it individually. Distributing laptops and getting them started at around 11AM.

Monitoring/reviewing student progress in groups. Try to clear things up. Students will go to library. If students are done, they will be in here to give their report.
Monitoring student progress as they work on their projects.

Leading two mini-lessons – monitoring and observing group work. Will have conferences with students to review essays.

We will see the teacher with a reading group. Aide will do phonics. Kids will come in and out because they're going to ESL.
Conducting an Actual Reading Group 1st group back
"Kids coming in and out ESL"

p. 1 a lot of monitoring/facilitating
p.2 more of me but student involvement leading
p. 5 problems on board to discuss. Will reference to what we did before.

28, 25, 27 class sizes -- 28 computer stations
Up to 28 students – 8th
Computer Lab/Mayan Culture
KWL charts
Software/PowerPoint to bring it together. Beginning of framework for the presentation with PowerPoint.

Collect drafts of compositions. Listening to poems. Developing poetry anthology.
Collect drafts of compositions. Listening to poems for students whose listening/speaking skills are better developed than their reading/writing skills. Individual development of poetry anthology.

Large group into procedure of fractions/chance. We will be doing scientific inquiry. This will lead them to predict what probability of what they are doing. A spinner will be used to predict.

Using blocks. Independent reading and read aloud. Teacher chooses books. Student chooses book. Computer Website creating timeline. Class meeting. Conflict resolution. Use "I" messages. Facilitate. Be the expert. Working one-on-one. Asking questions. Using a variety of assessments.

3. **What can we expect to see students doing?**

Students working to produce quilt.

Research, hands-on, observation, silent and oral reading.

Read the agenda. Ask each other interview questions on the board. They will report on each other. They'll describe their partner's answer to the interview question. Pairs/triads work together. Students make suggestions to their partners invented resume (fictional resume on characters in the story).
They will read the agenda. They will read interview. They will listen to partner give answer and describe it to the group. Students will make suggestions for improvement based on checklist. Resume is name, address, education, work, special projects, skills.

1. working on phonics
2. using workbooks
3. spelling retest
4. writing (phonics 76)
5. some direct teaching in the PM

Presentation in 2 weeks. Finishing touches of their project area. They will present student-led research – present – oral, visual, written. Samples on the wall prepared by students on the past. They are examples for now.
Working on their projects – they will work in small groups. In addition, they need to work on their individual.

First, paraphrasing – participating in a discussion of writing a conclusion. They will do research on their biographies and writing their conclusions. Working cooperatively gathering information and presenting it in an Illinois brochure.

Students will be at listening stations writing, and talking. They will work with the Word Wall.
A group at the listening stations. Students working together – "Chatty Group"
Monday – Word Wall – total group

They'll be talking to each other, in groups, putting problems on the board
# of students per period

p. 1 – 18
p. 2 -- 21
p. 3 – 19
p. 5 – 21

Ice Breaking activity – prior knowledge of culture and region
Graphic Organizer on paper
On line unit for reinforcement and new ideas.
Much of this will be student driven. Teacher acts as a facilitator. Streaming, interactive video.

-kids talking
-oral presentations
-home language
-informal class
-students helping each other
They will do a lot of kid talk.
Individual oral presentations
Use of home language
A lot of "kid talk". Very informal class.
Students helping other students with language.

Working on a choice with a partner if they desire. The students will be producing data and recording to making conclusions. Relate that to fractions.

Lots of fun – lots of laughing. Collaboration. Work in groups. Self-selected Learning Centers whole class activities.

4. **What products (work samples), if any, will result from the lessons we observe today and tomorrow?**

7th grade: finish sewing quilt – transfer from paper to cloth
4th grade: small reflective (after oral discussions on understanding) feel/shows how they feel about it.

Reading, writing journals, science folders.

Produce a resume, assess resumes. They'll have an interview of their partner's work.
Will produce an assessed resume. Will have interview question answered.

Soc. St. – Students will have answer sheets – note pages from the computer
Math – worksheets will be filled out
Science – flexible – might have laboratory on what experience with balance scale and do experiment.

Each group makes chart on their topic. This will prepare them for reports. Groups of 5 – balance with those who are absent.
Individual oral reports, participation, group charts, written reports.

Five paragraph biographical essays and the Illinois brochure. However, these will not be finished by Friday.

The eventual goal will be student writing own fairytales. They just finished stories about Faith Ringgold. They made a paper quilt for the last unit. Parents wrote childhood experiences. Kids had to summarize into one complete sentence. Then they had to do an illustration. Kids really wanted to read what parents wrote.
Eventual goal – to write their own fairy tale in 2 weeks. "Tar Beach" paper quilt – last unit is being finished – Parents asked to write something they remember from when they were younger – homework assignment – most children have brought them back (except 2). Students summarize into a sentence – draw a picture – parents statements into take home book.

1st review jig saw activity
no physical product
2-3 trig might have paper
5 calculus will have homework

8th grade – Beginning of a PowerPoint presentation by individual students
They will print up the material they've learned
KWL charts
Web charts of a particular element (maybe)

per 2 – another draft of a composition
per 5 – a poem
Draft of poems and compositions.

Today – making spinners, data charts. Tomorrow they will be graphing – making their own graphs. Some will be able to take it to a greater level.

Picto-graph. HW assignment
Flat book – MI
Web page
Writing samples
Web – mind mapping
Generate a rubric

5. **Is there anything else we need to know about the class or about the lessons before we begin today's observation?**

7th – There are more girls in today's classes -- are departmentalized.
4th – will not be departmentalized

No

1st period – 4 special education students
2nd period – 2 limited English proficient
1st class has 4 special ed.
2nd class has none but 2 LEP (limited English proficient)
3rd class has 3 special ed. bilingual, 3 LEP

"Writers on the Go" – stock book bags – crayons, etc. children pick up Shape book – create a book with parents. They will sit in the Author's Chair and get to read their story.

When students are absent – present – make sure group fills in for them.

Don't think so.

-several groups
-kids going and coming
-listening stations
-will be independent
-aide will help
Students are pretty independent.

p. 1 honors
p. 2 reg (not math oriented) 1 visually impaired
p. 3 mostly bys part of metal work. They like to talk.
p. 5 A.P.

Classes are very relaxed. There is a lot of talking. Multilingual multiethnic (8 or 9 languages). There are multiple ability levels (proficiency in English).
The classes are very relaxed. There is a lot of talk not about the subject. Multi-language, multi-ability. Eight or nine different languages spoken in the class. Some students have only been here 1 year. Grammar is poor.

Children have a wide ability range. All 5th grade math but ability ranges from 3rd grade to 6th grade. Collaborate to work together to build classroom community.

The room will be busy. Children will be moving about from their seating groups to various parts of the room.

Post-Observation Interview Protocol – NTL Teachers

1. **How did the lesson go? Your first impressions. What worked, what did not work, and what you would do differently?**

Went well – Read story in Faith Ringgold – needed to have them interested. Students were able to respond. ("Tar Beach" Faith's work) Showing quilt of Faith Ringgold went well – pretty smart – wouldn't change.

3 yr. Doing the Science – Oobleck
Focus is always an issue – so review of properties and talk about using investigation skills to come to a conclusion really helps. This all happens before the actual investigation with hands-on.

Very well. Students envisioned their characters orally then visually. They were talking to each other. They went into abstract thought. I should have given second class a new set of magazines with all pictures. I will post spelling words for all week.

What I would have done differently is use overhead to go over the exercises. Didn't do that for good reason. Usually spend more time individually. Felt that students learned what I wanted them to learn.

Should have begun on 3/7 with checklist and rubric to establish guidelines. However, students were on task and engaged due to high interest and relevance to Ancient Egypt unit. This focused on burial rights. More preparation ie: paints, brushes, water could have worked better. He wanted students to be involved in creation of the rubric with the overhead guidelines and the makeup from yesterday. That was what he had on the paper form today. Minus 10 students would have been better, too.

They are in the middle of their tasks, it worked – it helped them make concrete decisions. Most have finished basic research. Ten were absent – used cassette. He's working on music – social has to show changes – sports entertainment – uses music and develops a tree-church-roots in Africa – where blues comes from. Group progress is evoking change evolving – reduce scale of project size and time.

I was pleased with how the writing is going. I may not have let certain kids work together. I was pleased with some of the partners chosen. Pleased at how most of them worked. My expectations may not have been clear to one student. I should have had something posted or on the overhead during the writing process. Most of the pairs worked well to edit and revise.

Initially I had the attention of the students. They were attending very well. I saw the need for review as the lesson proceeded. The skill was difficult for some. I adapted the lesson in order for all students to participate. (Example – identify by pointing). Visuals were very important in providing items the students could manipulate. The students were on pretty good behavior. Outbursts did not occur. When I continue the lesson, I will divide the activities into several lessons.

I've got to figure out a way to allow slower kids to be independent. They did well on the cassette. I think I should have some information to draw beginning, middle and end. The worksheet should be known as it's homework. I should have had words in advance that they're coming across. I redid (as a result of tape at Quest) a smaller group for reading than phonics.

I think they went quite well. The 1st period presentations went well. It was the first time they did something like that. They did a good job.
2nd per trig was ok. Kids had trouble but they usually do because they have a weaker background. I thought that was successful. And calculus class went fine.....a lot of participation, which I like.

Very impressed with picking up the technological component and used it. I was impressed with use of the website and transferred it well into their own words. This was suppose to be a partner unit and the teacher did not follow through with it. It would have been a stronger lesson if partners were to work together. Due to absences, the partnership may not have worked because of the unusual absences and tardies.

It was fair. I had Enes who is always a disruption. I had him 2 years ago, and he was much worse. When he's there it's very disruptive. I might want to have analyzed the poem more before than after. I think they were intrigued by their writing the poem.

Yesterday, I thought they had some experience with data members and probability. They didn't understand the relationship between fractions and probability. I think most got the information but some did not. I started in progression of fractions – parts and whole. Students more concerned about colors. Most were engaged and worked with the spinners and probability.

Focus on similes – forgot what metaphors were. Alter right away and selected another word. Switched to synonyms. Goal – use better language. Review technique. Picto-graph – easy with pictures. Review bar graph next few days.

2. **What important concepts did you want your students to learn in the lessons we observed?**

See artists draw from their lives to distinguish false impressions from her book and quilts. Students put patterns on cloth – work in their own ideas and shapes into quilt.

Properties of Matter
Solid
Liquid
Gas
What is Oobleck? What form of matter is it? Use your investigative skills to discover. Be ready to explain and discuss. Write your observations.

I wanted them to think and visualize characters and to share. Much is imagined.

Main idea – parts of words – prefix and suffix – syllables – preparation for the ISAT – will use CPS website and take practice test on-line.

Burial rights of ancient Egyptians
Use of mummies as a religious practice and as a vehicle for the soul. He wants the kids to appreciate the role of spirituality and religion in the significance of mummification. It was to be an understanding of the culture.

Lesson – not really concepts but name specific ideas – well, that's not true – analytical writing – evaluative skills – ie. don't just put it down – ask why – "Why did King of England" critical skills and ? .

Paraphrasing
Reading it, understanding it and putting it into your own words in an organized way.
The writing process – 1) conclusions, 2) editing and revising (past two days)

I wanted students to become familiar with blends and those who are able to read words with blends.

I want them to compare fairy tales. Top groups will have at least two to discuss.

College algebra it was a review so I wanted them to pickup on what they didn't understand so they'd be ready for the exam.
In trig I wanted them to understand ratios of the sides of special triangles instead of having to use the Pythagorean theorem which can shorten their work. I also wanted them to get a better understanding of the Pythagorean theorem.
In calculus I wanted them to see the relationship between the infinite sum and the definite integral.

Learn about culture and its different forms in different countries.
Understand what culture meant.
Concentrate on a particular part of the culture and find more information on that.
Use of multimedia.

In ESC III we've been working on poetry being everyday language. The problem is the language. What does "forgive me" mean? What is a "plum"? We've been concentrating on figurative language and imagery, though I focused on meaning this time.

Understand relationship between fractions and probability. Work cooperatively on assignment to completion.

Today was on the details. Chart, labels. So some were missing some concepts. Details of the chart. What was the data. 70% were successful.

3. **Now that you had a chance to reflect on those lessons, how did you make the lesson content meaningful to all students in the class?**

Faith Ringgold's "Tar Beach" – her quilts and relationship to life – relate to her (FG) quilt related to home. Correlation between FG and her artwork and her home, ie. wedding quilt. Art was recognizable.

Brought it all together. This was a culminating activity. Two more activities will follow with Venn Diagrams to bring together Solids, Liquids and Gases.

Students were able to choose their own character and the images to represent them. They were able to embellish them and will reflect through a reader response tonight.

Working with students individually. Combination of whole group and individualized instruction. Team activities.

Involve students in construction of rubric and the assessment. He's using special intelligence in graphic arts (old experience) and plaster (new experience) castings to engage them.

I think the content is automatic for group projects. I have 100% of African/American – joins in civil rights – women rights tied to their sisters and mothers. Divided into 3 discreet areas: -- visual, oral, written. Performance skills that need to be developed.

They are each writing about a person they chose.
Biographies are each at different reading level appropriate to them.

They researched and are now writing an essay organized around their questions. They had spent time previewing resources, then thought about what they knew about the person. Samples of guiding questions were given.

By having a variety of activities in order to include all students – from very basic to more advanced level. By using pictures.

They all love fairy tales. I leveled the books and activities especially with my aide.

By involving the students there was a better chance to communicate with each other to strengthen understanding. It also related the concepts to prior knowledge.

In order to gain interest, the students need to have a choice as to what they want to explore. The Mayan culture was presented and they focused on a portion of it that had meaning to them.

In ESL III the idea evolved on something we secretly did but enjoyed doing. Hitting on an individual experience made it personal.

I changed the format today. I used groups so as to try and make them feel involved. Didn't want someone to feel left out.

Begin with explanation of what are Picto-graphs. Had to bring the language to their level. Used words they have in their background. Working with advanced student with prior knowledge. Makes my job easier but harder. Can go into detail.

4. **What learning outcomes (CASs or CFSs, for example) were you pursuing in the lessons?**

Learning about art – will have their own piece.

CFS4
CFS5
CFS6
CFS7
CASB

Reading analysis
Character development
Listening
Speaking
Referencing

Writing
1A.2, 1A.5, 1A.7, 1B.1

State Goal 16 – CASA CFS 3 (religious and political influences of civilizations 2000 BCE to 250 BCE)
State Goal 16 – CASB CFS 3 (individuals of ancient civilizations and impacts on society)

Lesson plan reflects those but cuts across different areas: economics, geography, American history. Project designed to do that – emphasize writing, critical writing and recognition skills.

State goal 5 – CAS A, CFS 1, CFS 2, CFS 3
State goal 3 – CAS B, CFS 1, CFS 2

Learning about blends. Reading words with blends.

Fairy tales – genre study – compare/contrast.

For calculus there are none because it's a college level course.
College algebra 12th 6 C1, 7B2, 8A1, 8A2
Trig 11th 9 B2

Language Arts – CAS C, State goal 4
Social Science – CAS A, CFS 4, State goal 16

Analysis of literature
Comparison of poems and stories
Understanding elements of poems
Analyze text and support conclusions
Write a formal paper

Math CAS:D: Determine the probability of an event when there are equally likely outcomes.
CFS: Determine probability of an event using concrete materials.
Express probabilities on fractions and decimals
Compare likelihood of events in terms of certain, more likely, less likely, equally likely or impossible.

CFS are more suggestions – ideas. State Goals are listed on the board for each lesson. Organize data.

5. **How did or do you intend to assess the learning you pursued in the lessons we observed?**

I use rubric to assess their art progress. Read their papers to determine if they make comments about the artists.

1. Observation Sheets – observations, identifications
2. Venn diagrams
3. Written and oral assessment – no questioned test

I will collect and read reader responses and give points. Students will interview partners on collage. Partners will assess if images make sense.

Do informal assessment by reading body language. I read what they do and don't do. Look at homework assignments. Gave quiz and ISAT practice test.

The painting of the masks should demonstrate Egyptian style
Homework: complete an acrostic poem from words "Mask Making"
Rubric and Assessment: Students will assess each and he will oversee the assessment. This will be written.

Students oral presentation; display maps with charts – graphs and display ? . Do all 3 on charts. Reflect learning about a particular area. Use props. Idea is to explain – not just hold chart up. Written ? of project -- reviewed/criticized. Evaluate own 7 ½ week of evaluation.

The folders include prewriting, questions, research, drafts, final copy, + teacher observational notes.

Through observation on how the children responded.

Eventually they will write their own fairy tale.

In first 2 classes they turned in work. In college algebra I have their notes. Are they complete? How did they present it? Were they loud enough? Did everyone participate? How accurate was the presentation.

Effective presentation as assessed by a Rubric that the students had input on.
Graphic organizers.

Through the anthology identifying metaphors and similes, explaining the meaning…

During class observation, I use anecdotal record. I use them to make changes on instruction and to assess individual students. Extra credit homework is given to all – most choose to do it.

Looked at initial activity – see who mastered. Have them self-assess. As they make correction – they'll see what they need. A full view of what they understand. Next step can they articulate what they have learned.

5a. How will you use this assessment information to improve student learning?

After a review – Concepts learned if art on track – Change
Students do better on verbal than written.

Formal and informal and ongoing
Clarify individual work as a group project with visuals and discussion.

Some students are visual. It helps me see who can make the leap to abstract symbols. It will tell if they are reading the story and how they are interpreting the story.

Look at who got main idea and who didn't and then work with those who didn't until they reach an 80% pass rate.

Class discussion and teamwork.
What was successful about the activity. What should be changed and why. This will be done as part of the lesson – reflection.

Two kinds of info – "understand students better – (1) who need help. Visual/spatial skills work like on a map. Affects grade. (2) Use it to assess and to know what needs to be reinforced at exam time. Do more in-depth research to cover topic. Homework does without of class info – cover broad range of topics. Determines what not been covered to help develop different skills.

I'll know exactly what they still need to work on and master. It will also become part of their portfolio. I'll use the info to plan further instruction.

Create additional activities to build on the skills the students know or are learning. Divide the students into skill levels and work individually with the groups placed in these skill levels.

Students will want to write and read them. Others will check spelling using dictionary.

I took notes and noted misconceptions and explanations that weren't thorough or understandable. We will go over them – We will have a chapter test tomorrow.

It will help him figure out who needs more help. It will help him focus on who needs help in either area.
2 assessments actually – Technological Component, Writing Component
When I did it last year it showed that I had to go back to the language of poetry. These kids need to know how to dissect a poem. I don't know yet what I will learn from the anthologies this year.

Use it everyday – anecdotal records help change teaching plan.

As a springboard to review. If a basic understanding, I can go on.

6. **Can you give some examples of different instructional methods you used during the lessons and why you used them?**

Overhead – visual learning – visual learners. Use quilts – ask questions – have them use a variety of ways to learn.

Discussion – teacher led review, student-shared
Hands-on
Written
Oral

I tried to keep a balance between whole class, individual, and small groups so students can respond at their comfort level. They're sharing throughout. Talking to each other is easier processed than just listening.

Individualized work – whole group instruction – teach toward multiple intelligences. Lot of "drama" – overacting to make an impression on students.

Whole group introduction of activity and explanation.
Selection of partnered work (to create plaster masks)
Class – discussion of painting the project. They had to list the components of Egyptian Style.
Cooperative teams painted masks – (Manager assigned from team for materials)
Visual, Verbal, Tactile means of learning.

I'll come back and review in five minutes one on one conferencing – getting opportunity to think. Telling them do their own research group work – individualized work – shows on essay writing.

Mini-lessons – direct info
Cooperative grouping – for peer editing and revising
Independent, quiet work time – time to focus and work intrapersonally
Visual and verbal strategies – graphic organizers

Teacher conferencing.

Wanted to use visuals and give students an opportunity to manipulate the visuals. Wanted all students to have an active role in the lesson in order to keep all students focused. Games were played as a means of reviewing skills. If time permitted the students were to complete a paper at the end. The students are to practice the activity on a felt board.

1. I was more directed with phonics and syllables.
2. I was more of a facilitator for fluency, word, recognition, and comprehension.

CA -- Student presentations of specific parts of the unit
TRIG -- Students worked with partners to solve particular parts. I walked around to monitor.
CAL -- This was more teacher centered. We tapped prior knowledge. Students discussed problems on board.

Different methods of coding 100% of the time – Written – on screen, Oral
Recognizing individual learning styles – Others used were: Interpersonal sharing with teacher and partners; Intrapersonal – reflection.
Linguistic – written
Special-graphic organizers
Logical Linguistic with bullet directions.
Teacher #12
Partly lecture. I need to give them a grounding – a base to check individual understanding. I wrote on the board, and we read.

Peer Partnering, tutoring, cooperative learning, reflection journals – discussion – graphic organizers – used to differentiate instruction – guided and silent reading.

Anticipatory sets – set up the lesson by example – using concrete items, pennies, and spinners. Try to use relationship between fractions and probability. With lower ability students, I had to take pennies away because they couldn't grasp lesson.

Peers as Experts – pair share. Used to analyze and assess. Articulate what's going on. Going to the board – initially I make all the corrections for modeling. Then they correct.

6a. Are the methods you used during the lessons we observed considered to be "best practices" in the subject are/discipline that you taught?

Yes – at this point
Art critique – art history related to core subjects and math (facts and math).

Exposing their artwork – critique it.

Yes – hands-on, visuals, data recording, discussion

Choose high interest stories – students select materials to use – this gives them ownership. Still use some drill and practice and it is meaningful to them. Continual review and reteaching.

Yes – group work. Individual support. What you saw represents regular class generally.

I believe so. I use a lot of other techniques. I try to keep my classes student centered to keep them involved.

Yes. It is best practices for language arts for certain.

I think so. The one thing I like to do is overhead with colors.

Hands-on constructivists learning – making sure learning is developmentally appropriate for each child.

Yes. Could have had them dramatize -- visualize. Went pretty well. 70% success.

7. **In most classrooms students vary in their abilities and learning styles. How do you accommodate these differences in your classroom?**

Recently received a list of individuals backgrounds – disabilities – when identified – work one on one with behavior problems. We just recently started getting background info on some students.

Hands-on, verbal, visual examples, reading

By offering different learning activities.

Through individualized activities – SRA and Barnell Loft materials. High achievers have challenge activities to do. Differentiate assignments based on ability.

The creation of a rubric allows all students to achieve a score of 4.
Artistic mastery is not important, but the following the student generated rubric guideline is important.
Those who were uncomfortable having a mask formed on their face were allowed to create a 2D piece instead.

Built in group support. Develop groups with various abilities. Help one another. Class issues – cause conflict sometimes. Broader intellectual abilities – Chicago vs. old Chicago – make a balance: is hardest thing. Put them in a group (Ashley) does her work but then does ?'s work – she doesn't want the group to suffer. Appropriate assessment for the child.

In providing activities, keeping in mind the multiple intelligences of the students.

The hearing impaired child needs a wireless microphone for amplification. Special needs students require more time and more individual instruction.

1. By going around to check individual understanding.
2. By letting them talk to each other about the work.
3. Pair grouping.

Multiple intelligences – vary methods.

In general, I use language arts. Promote oral response so they tell their story. They publish a book and use it in class. Bring in art (visual) – use dropping coins/using spinner – hands-on. I like to get to the interpersonal. Student #3, in the beginning, did not want to work with others but that has changed. He will work with others in group.

Recognize strength and build on that strength. Modalities – movement, inter/intra interaction. Talking is accepted and honored in the class. Options – to go anywhere in the room to be successful.

8. **When students experience problems in learning, how do you diagnose the causes of those problems?**

Get their Individual Learning Plans (ILPs). Have a student hard of hearing. I wore a microphone so she can hear. Use class list and summaries and observation to work on them.

Look at individual student and determine if its behavioral, cognitive or a learning disability. She tries to set with them individually to learn more about them. She works with various resource teachers to learn more about them. Comparing work over time, too.

I look back where they've had successes to offer opportunity to repeat that learning, and I talk with other teachers.

Lot of what I learned as LD teacher I apply. Reading diagnostic early in year. Do a teacher-made math diagnostic process.

Approach the child privately in a low tone of voice in order to determine why there is a problem. He will try to brainstorm as to why learning is difficult and come to a conclusion. He will also try to ID a peer to work with the child within their team.

I look for patterns – rough draft they do – helps on misspelled words. Check those and helps diagnose the students' strengths and weaknesses. Find out where they are – then develop appropriate work. Challenge strengths and focus on area they need improvement.

Observation. Talking with the student and other professionals who work with the student. Talking with parents. Reviewing records.

Miscue analysis
Spelling test
Writing rubric
I seek help

By seeing what kind of mistakes they make. All right but one means arithmetic error. They tell me if they don't understand.

Recent student, recent problem – Reading levels need to be gauged. I may ask them to read the directions to assess reading difficulties. I also consider a vision problem. If those are OK, I will model behaviors use in technology so the terms become ways to access the tools.

In teaching ESL it's so fuzzy. There's a gray demarcation between knowing language and special ed. If someone takes a long time or if they have trouble writing I know there's a problem.

Observant and take note of behaviors and conceptual understanding and skills – talk a lot to parents – various assessments – consult with other teachers – eg. Sp. Ed. teachers – talk to the child.

Observe. Homework tells me a lot. Do assessments on each student. My parent volunteer helps identify learning problems. Also call parents and discuss student learning problems with colleagues.

Variety of assessments. Techniques for student to write it, explain it, draw it, act it out. Figure out – go to next step and be able to draw, write about what they know. Illustrate it. Want them to be successful.

9. **Explain how you maintain records of student performance information.**

Grade book – Excel software
Portfolio of their work

Homework charts and timing charts for math
Checklists, gradebook, student portfolio, subject learning logs

All their scores are on the computer. They have portfolios. They do reflections. They have literature notebooks and a checklist on organization.

Individual grade sheet for each day. End of week highlight activities they have not been successful at.

Assess student work as it comes in – check off in gradebook
Portfolios of children's work
Artistic portions will be displayed and the use of a rubric will be used for grades
A final paper will be written – expository essay about Egypt.

I keep file folders on essays – drafts, charts that students develop. Gradebook – special notes next in file folder (locked) reading problems – then I don't call on them in class.

Anecdotal Records – daily lessons – class list check-off
Grade book
Index cards for notes
Portfolios

Checklists and performance sheets used on a regular basis with students throughout their learning experience. Pre and post tests. Behavior checklists. Anecdotal records.

Assessment sheets.

I put grades on spreadsheet and gradebook. Points for homework. Points for participation. I use rubrics for writing and projects.

Records are in portfolios for individuals – PowerPoint on disc.
Written components – ie: graphic organizers
On-line quiz
Grade book is on Excel
Copies of assessments are sent to the administration. They are blank. Rubrics, too.

I use my grade book. I use +'s and –'s ✓. Is it done well or poorly?

Anecdotal checklists, benchmarks, student portfolios – every 5 weeks assess each child – children have to write of what they have learned and their progress – formal and informal assessments.

Use anecdotal records to determine academic needs. Use gold forms, assignment book. Assignment book allows students to monitor own progress. Use assignment book to send home. Parents must sign and return.

Record book, anecdotal file, portfolios, hanging files, student led parent conferences.

10. **Do you use technology, such as a computer-based gradebook, to maintain student performance records?**

Assessment program – Excel

No, it takes too long. They don't work as well as notes and a gradebook.

Yes

No.

Traditional paper and pencil gradebook
Computer gradebook was cumbersome

No, I haven't found one that works well for me. A Palm Pilot may do the trick when I get one.

Due to the small number of students (not over 8 per classroom), there is not a great need.

I use a spreadsheet I designed rather than grading programs.

Absolutely! Portfolios are kept in student desk. Gradebook is computerized. Lesson plans are done on the computer.

No – no technology.

Computerized grade book.

Do not. Hardcopy only.

11. **How do you use technology for instructional purposes? Give examples.**

Overhead
Slide projector
Video's are sometimes overdone

Overhead for group demos
Computers for research, math, social studies
Videos for science and reading to complement lessons
PowerPoint computer program

First 3 weeks kids use laptops to learn how to type. I also have 14 still life cameras.

Research topics, Accelerated Reader, piloting standard driven modules. Did not use computers before went for NB certification.

Overhead projector
Internet for research – school library

Yes, videos. Develop presentations with PowerPoint. Lesson plans. Research – variety of areas -- Use the internet for research.

Overhead
Videos for science
Computer as a resource for games or word processing

Students do research with programs that correlate with reading. Students use computers for word processing in addition to writing especially for students with difficulties with fine motor skills. Computer programs are used to enhance units of study.

Overhead
Cassette, listening center
Computer

All students are issued graphing calculators not just for arithmetic. Overhead, a couple videos.

It's a technology class. PowerPoint.

Preparing handouts, overhead. They use the internet for research.

Yes! Do a lot of class magazines – collections of student work. Children have Dr. Seuss reading programs – write about different characters – calculators, oven, VCR also used. Use a "white board".

Use computers to provide information in a multi-instructional way. Share information with other team members.

Internet – website
PowerPoint presentation for an area of study. Displayed at a Parent Night. Overhead to create a student rubric review.

12. **What community resources have you used this year to enhance student learning? eg. field trips, resource people, media, etc.**

Field trips – culture boxes from Field Museum – they have slides with lot of art information.
Museum of Science and Industry
Art Institute

Art Institute, Shedd Aquarium, Norwood Park Women's Club Singing, Career Day for various career in the community, Dr. comes in for health, Chicago architecture walking tour, Aperea Program in class with Chicago Lyric Dance program.

Poetry Center sent poet for 2 weeks. We sent letters to banks asking information. Took walking tour of community and took pictures.

North Park Community Church tutors Joseph – slow student. Use a Northeastern student as a tutor. Take field trips near end of year. Indoor field trip "Under the Sea" day. Also, "Dinosaur Day".

Parents for assistance on projects and Read Aloud time. Seven field trips so far this year to complement units.

1. Field Museum (Star Wars Exhibit and Underground Adventure)
2. Museum of Science and Industry – Water Lab – Water Samples
3. Chicago Symphony Orchestra – Cole Porter
4. Facets Multimedia – Danish film on Falcons and the environment
5. Spertus Museum (Archeological Dig)
6. Steppenwolf Theater – Studs Terkle play
7. Getts Theatre (CoTungle"

Oral history project – we interview a community member. Create maps/world maps. Examine charts to compose all people – white/black.

Theatre at DePaul – Willie Wonka
People (students) from DePaul are invited to observe and help – such as small group work, tutoring, presentations.
Museum of Contemporary Art
There is a partnership with Urban Gateway

Junior Achievement – Social Studies in IL.

Trips to the public library, grocery store and post office on a regular basis. At the post office, students mail letters to pen pals. Program with scouts – includes visits to nursing homes during holiday to sing songs and inviting residents to the school for a spring program. Tour of the local bakery that grew to a partnership with the school. Family picnic in the spring and held at a local park and a pizza party in the winter. Current and former students and their families are invited.

Field Museum

None

Community – involvement with IBM Learning Village. This has helped with writing skills because there is letter writing back and forth on computer. "Chicken Soup for the Teenage Soul" will be used for back and forth discussion between IBM employees and students.

Zilch. Nada.

Museums, zoos, bring docents from these places to come in – restaurants, Japanese Consulate, CSO, publishers, people from India, local pet stores.

We use field trips. We plan to visit one of the local rivers to work on environmental studies. Friends of Chicago do presentations on various topics – Chicago film festival where students have to rate the movie. We use thematic approach.

Community/bakery, business owners. Career Day – Chicago people. Field trips – related to content curriculum. Pre-visit – survey, scavenger hunt.

13. Now let's talk about your involvement with parents. Other than report card pickup, have you conferred with parents about student progress?

If "yes", how many?

See them on field trips – mid-grading period – 5 weeks sent home notes
Display of art work – tell then.

About ½ parents – after school meetings, phone meetings, notes
All parents – monthly newsletter, monthly 100% Homework Completion Certificates, if earned.

Every 5 weeks after progress report, I send a postcard a day with one student with something positive about that student's work.

Parents call me – e-mail me. I call them, if necessary. Call all parents during first month of school year. Unfortunately, no parent volunteers. Ninety-one per cent are single parents who work.

Phone calls at least once a month.
All parents are contacted 2x/quarter. Good news is why he will call
6th grade newsletter every 3-4 weeks

Try to call home – 2-3 days a week at least cold (no students) during a morning period 3 times in a 10 week period. Call behavioral problem too – then try to call to tell if he is improved.

Absolutely – every week, every parent
Student reports are prepared by students and the teacher goes over them before they go home.
Phone calls – all students and parents have my phone number.
Home visit if necessary

Present title is Teacher Facilitator. I do not deal as much with parents directly. Occasionally call parents on the request of the teacher. Continue to arrange and coordinate the Family Picnic and Pizza Party. Invites current and former students and their families.

After school

Yes. 30 phone calls a month

Parents only come to me during report card pick-up if they have a question about their child. Progress reports are sent out for the entire student population. Phone calls are used as needed for behavior mostly. I've made a few positive ones this year.

Probably about 4 students.

In touch with all parents

Assignment books nightly
Phone calls
Letter goes home – parents must sign
Parent volunteers – they come and help

Released telephone number. Call and email. Parents can call from 6-9 at night. Parent Read Aloud. Feel a connection.

If "yes", for what specific purposes?

Parents need to know positive things and their kids are doing well.

She is not big on rewards. The expectation is that the children will do their best in school. She is looking for self motivation to be an intrinsic reward.

Positive reinforcement... building self-esteem and encouraging parent/student dialogue.

Learning progress – behavior.

Good news.

Go to their church – in Sept. – go there and attend. It's all over the next Monday. ¾ x a year – also call them at home – you can get changes. Find a way to get to them.

Student/Parent/Teacher Communication Progress, Social Issues, etc.

Same as above.

Letter 2 weeks 1 page

Absences, not doing work, some good news phone calls.

1. Behavior – mostly if it's negative
2. Behavior and improvement – positive calls
(Phone connections continue to be a problem.)

A. Phone calls
B. Parent conferences for behavior – only 20% will follow through
C. Progress Reports – for entire school population

Behavior, cutting rather than classroom. Most parents need translators, or can't come cause of work.

"Hang-out room" after school – many parents will come in to pick up kids and will stay to talk about student progress. Also PTA recording secretary. Discuss progress – establish rapport – at least 3 days a week a parent will be in the classroom helping with various things.

Use Quest center program for parents to provide ? ing Annenberg funds were gone so we could not find teacher aides. Try to provide a stipend for parent. We did a needs assessment and found parent involvement was needed. So we started Parental Participation Plan (PPP).

14. **As you know, the professional literature in education stresses the importance of self-assessment and "reflection" to professional growth. Explain how you reflect or self-assess and then use the knowledge you have gained to improve your teaching.**

Reflection as it is happening. Know when losing class – change when observing. Reassess after reading work/project to determine what changes need to be made. Change instruction – determine immediate and some not immediate.

Ongoing – every lesson, every week
Professional growth – working with current MB candidates in other areas
Reading Conferences – 45xyr
Math Meetings – 2-3x year
Brings back the info to use.

I'm working on my Masters degree in leadership and administration. A friend and I write about our teaching.

Whenever I am teaching a lesson I introspect the process. As a result of NB certification process, I do more reflection. More sensitive to student feedback, body language and then use that information to try to do a better job. Often do self-analysis and reflection on the drive home.

Self-assess most by conferring with Sabin and NTL colleagues at least weekly. As a mentor for the quest center, he has the opportunity to reflect on new practices and try them out. He also is a mentor (informally) for a new teacher at Sabin.

Different ways are most powerful in looking at what is successful and what is not. Doesn't mean I always do a good job. I videotaped 70/80 minutes – of elem. I saw a lot. I listen more – don't cut students off. Try to design lessons for all students to succeed. Making sure they understand. Projects, designed two ways – content covered and design – give students time and resources to do it.

Reflection is part of my daily practice throughout the day. It's mainly a mental thing. This is part of what happened because of NB and NTL. I was a reflective person before. A student teacher helps with this, too.

I reflect and self-assess at the end of each day and make appropriate adjustments. Confer with teachers, the behavior therapist and other professionals at the school about these reflections. This is a very helpful experience.

When I'm driving home I think about what went on in my classes. Did students get it and like the presentation? If necessary, I'll alter. If good, I'll reuse like a bean plant experiment that went well.

This is strongly modeled in NTL, but I don't have enough time to do it.

1. I do do it when I work with new teachers in NTL.
2. Reading and subscribing to professional groups and their periodicals.
3. I get a lot of my new ideas on the internet.

I probably don't reflect enough. I do figure what went well, who responded, who needs help. I don't journal but I wake up with thoughts about school at 3AM.

Self-assessment has been something I have done since first year of teaching . Write letters each Friday to parents and use it as a reflection process – consider what worked and what didn't. This letter to parents goes out every week and is a log of what happened. Definitely changes what I do in the classroom.

Hardest part is teacher self-reflection. We do this reflection with colleagues in the pod meetings. Anecdotal records have helped me tremendously. The rubric which I create – low functioning children and how they are learning and their self image. I don't want them to hate math. Try to personalize – bring math to their level.

When enter NTL thought I was a good teacher, now I reflect and analyze what I am doing. Write daily anecdotal notes. Students do an exit card (3 pluses and a wish). Choice of names or not. Wish = I wish you would slow down and client feedback. Take a look at the student products daily. Was it too easy, not challenging.

NTL Interview Protocol – Colleagues

1. Have you ever observed _____ teaching a class?

Yes	No
☐	☐
N=23 86%	N=5 14%

1a. If "yes" how would you rate (name of NTL teacher) as a teacher?

Calming – patient – knowledgeable. Excellent

Superior.
Excellent! Extremely bright, takes job seriously, goes extra 100 yards to make herself a better professional. Always taking classes presenting. She was also Fulbright Scholar after NBC.

Superior teacher – very creative – innovative – good role model.
Fabulous.

Outstanding. Cares deeply about class, very professional and creative, very nurturing. Wants students to develop a love for learning. He goes in depth.
Very good. Sometimes excellent.

Visited, but not to evaluate.
A relaxed style of teaching. Less structured than most teachers.

Team teaching. The best because she cares about what counts. Where are kids coming from and what kind of progress are they making. She appreciates the small steps kids make for success.
I was her student teacher last year and knew about NTL when she was going through it. Excellent teacher – very hands-on. She's great!

100% or Super – Very creative – Comes in with an organized plan but she is flexible. If students react unexpectedly, she adjusts.
Excellent.

We did a family reading program together. She was wonderful. She is so knowledgeable. She got kids and parents involved.
I've been by and near her class when she was teaching.

She is a very good teacher.
Excellent.

Excellent! He explains things thoroughly and breaks it down to their level of understanding. It's difficult to do in this area – survival is a focus outside of this building. He gets them focused on academics.
Excellent! He is dedicated, goes the extra mile for all students. Computers are open during his prep periods to work with students on special projects.

Outstanding. I've also team taught and shared a room with her.
Excellent, creative and helpful.

Exceptional.
Superior. "If there was anything higher she would have obtained it."

Through teacher-talk we formalized our schedule to rotate a visitation schedule.
We talk about research articles; procedures. Inquiry based education. Solicit help for best practices.
Known him for several years. I asked if I could visit his room. "Teacher-talk". Take the class through the eyes of the student. I seek him out.

2. **Since _____ received National Board certification has he/she taken on any additional duties or responsibilities at the school?**

Yes	No	Not Sure
☐	☐	☐
N=18 64%	N=1 4%	N=9 32%

If "yes", please explain:

Many teachers come to her for information about National Board Certification. She offers her help to other tasks, such as assembly programs and teacher led inservice sessions.

She always took on extra work even before the NBC. She is that kind of person. She also doesn't publicize what she does.
She is now serving on the Internal Review Board. She is Chair and I'm also on it with her. It is a big job. She's also planned the Japan night to share the culture of the Japanese people.

In charge of class officers for 7th grade, chair of middle school team – Rochelle Lee – grant to promote reading in the classroom.
He has created a morning study hall to assist students to get help – a quiet time.
Always works to improve students' learning. Created a 7th grade mock graduation that gives the student every quarter a chance to earn something for their diploma.

Helping new applicants who seek NB certification – also MINT mentor.
Mentoring 3 teachers for National Board Certification.

I'm a new teacher.
He has assumed a leadership role in informing the staff about National Board certification. He has assisted the interim principal on a number of matters, and he plays an important role at the school.

Just received NB certification in December – not sure what he has done here at school since then.

LSC – she had applied before the certification. She has always been active and continues to be.
I think so – on SIP committee and LSC.

In my class she has:
Accompanied my class on trips
Organized Applied Behavior System
Creates needed, special teaching devices for students all over the school.
Provides assistance to all teachers. Gives help to everyone in order to make the educational program more efficient. Mentors the whole school.

She's on SPMT. She is the teacher from bilingual who works with teachers from other disciplines. They work on school improvement plan. I believe she is a mentor. She went to a Comer Conference -- collaboration between parents, teachers, staff.
She has always been active in school projects. She is now more respected by the administration.

He's always done what he's been asked and he's always been very involved even before National Certification.
He did so much before NB certification, I can't imagine he could have even taken on more.

Reading Task Force
Mentor
Going to China with a CPS Language and Culture bilingual group to teach English

Unit leader of the pod. It constitutes lots of extra responsibility. Presents good ideas to the faculty meetings. Worked on School Improvement Plan (SIP) – involved in it.
Always in teacher development. But even more since NBC. She has taken on a wider base.

Always involved in extra activities.
In the past he was involved in school-based activities, committees, Student Council. Now he is involved in professional activities outside the school.

3. **What is your personal opinion about NB certification?**

Every teacher should get one.

They really don't have a place for my expertise as a K-8 tech person. Too busy, now, too take the time commitment. At my stage in the game, how much longer will I be teaching? Sometimes life is too short. I'm always taking classes, anyway, to keep up with technology.

I am in the intro. group (last month in Quest Center). The leader was rude and cold. Would not be positive, so don't know if will do it after the meeting. It's a lot of work but can make you a better teacher by far. Not for everybody. "The leader of the group turned me off."

No opinion – all I have is information that the board is certifying teachers – planning to research it.

It is a challenging program. I think they were exceptional teachers before but expanded/improved their teaching.

Sounds interesting – lot of work. Other than that I don't know much about NB certification. Probably not something I would pursue.

I'm in it. I love it – it is time consuming. Helps me to analyze my teaching.

I know that he has told me it is an analyses of you as a teacher. It is intense. It allows you to work anywhere in the U.S.

Very interesting idea. Do not know what effect it will have. Knows two teachers who have NB certification and one who is going through the process. Promises to lend status to the profession of teaching. Hopes that NB certification is not a ticket to a consultant position. If program serves to recognize, compensate, keep in classroom and prepare a few for administrative positions, the program is a success.

My opinion as it stands today – it has no bearing on outcome or student learning or related to standardized test. Success rate should be student academic learning levels. NBC needs to be used to affect learning of children.

Good idea but may not certify what needs to be certified.

It's overwhelming. It takes a tremendous amount of time. It is difficult work process and a difficult emotional process due to the constant critique of your skills. It is also a good thing that it's difficult because it assumes expertise.

A great program. Extremely hard to achieve and takes dedicated teachers to be a part of that program.

Sounds scary – However, I'm thinking about it. I know it is the "up and coming thing."

Very good idea. Broadens knowledge of those who participate in the program. Makes the teacher more effective in the school program.

Sounds like a lot of work and the teachers are very knowledgeable.
I think it is a good thing. It raises the professional level of the classroom teacher. She is highly respected among other teachers.

I think it would be good for teachers who want to switch states; but it's not necessary if you plan to stay in the same school or state.
I have seen some questions she worked on. I don't know how applicable they are to the classroom.

If NB qualifies teachers as a bit more than others, it may be worthwhile. If it weeds out those who don't make it, it is worth it.
Wonderful idea! If I wasn't thinking of retirement, I'd be in it. It's consistency across the country in standards and accountability.

It sets the highest standards. Maybe state standards should be changed so everyone would get national certification which should be connected to universities and schools before tenure is granted. There should also be monitoring after NB achievement.
Tough! Demanding. It is respected. Is very demanding and really shows that you are a good teacher. I don't think you can fake it.

There is need for something like that. I watched Marcey prepare – grueling work – for NB certification. I assume it has helped teachers who go through it. Chicago Teachers Union is supporting it but Bd. of Education doesn't supply credence so more teachers would go for it.
Very demanding process for a teacher to go through.

The best thing that's happened to meet to validate my practices. I am a candidate. I feel proud to be in front of my students.
I have applied and been accepted as a NTL candidate. Portfolios are due in 2 weeks. Testing in June – working in CPS I don't always feel I'm being treated as a professional. The process is validation for "good-excellent" teachers.

4. Do you think the leadership at the school is supportive of NB certification?

Yes	No	Not Sure
☐	☐	☐
N=21 75%	N=4 14%	N=3 11%

What leadership we have.

He brings it up but doesn't explain it much.

She is encouraging.

Extremely proud! It's brought up at monthly faculty meetings.

They appear threatened by the certification.

5. **Are all teachers aware that _____ has achieved NB certification?**

Yes	No	Not Sure
☐	☐	☐
N=27 96%	N=0 0%	N=1 4%

6. **Has _____ received any special recognition as a result of achieving NB certification?**

Yes – Union
Monetary award
Plaques

Not really. There may have been something in the newsletter. People knew by word of mouth.
1. Assembly for her and giving her a gift.
2. Supporting her by allowing her to leave.

CTU recognized those who received certification. The school: principal mentioned his award at a meeting of teachers.

Plaques on display from Board – honored at Board – honored on Institute Day at Taft H.S. last year.
Coffee for her at the school. Write up in the school and local newspaper.

Recognized in staff meeting, CTU and CPS Board meeting recognized him. The Rochelle Lee fund recognized him as a recipient of a grant. He also went to Springfield for something.
Intercom announcements have been made and congratulations have been extended at staff meetings.

Announced it. Staff meeting – he was acknowledged and congratulated on his efforts.
Yes – in a faculty meeting. Also article in the school bulletin.

Not at the school other than an announcement at a faculty meeting. It was also the time she was recruiting new NTL candidates.
Yes, in CPS newsletter – actually it was the CTU newsletter. Got an award from the city. It was mentioned at a meeting but not made a big deal.

I think she was on a television program. School ceremony.

She was recognized and congratulated. The principal made it known to the school community. Articles were featured in school newsletters and community newspapers. The principal arranged for staff members to attend the ceremony when she received the award.

Principal announced at staff meeting. I don't know about at LSC meeting. I know she went down to Springfield to be honored by the governor.
At school they had a party and several announcements were made.

Announcement in school – CTU newspaper
Written in school bulletin.
They met governor. She received money from Board. She got a ten-year IL certificate for completing the program. Quest Center gave a reception and artifacts.

Principal did announce it at Staff Dev. Meeting, it was in the school and union newspapers.
Faculty meeting recognition
Celebration at the full day inservice for that year.
Union paper

Yes. There were programs here, at the board. She was in the Union paper.
Name was announced and flowers were given.

At one time, announcement had been made. Not sure all parents are aware.
None at all. Her team has supported her, but the school has not.
Think there was a staff meeting where he was recognized.

7. Is NB certification something you would pursue?

Yes	No	Not Sure
☐	☐	☐
N=15 54%	N=8 28%	N=5 18%

Retiring in 3 years

Yes. There were some teachers that went to a meeting about it. Some were turned off. Some talked about it, but she is not aware that they've pursued it. Teachers here are involved and taking classes and good to start with. To devote more time toward NBC is just too difficult. The long-term commitment is too much. We do teach too.

If I had to go through it with the (Quest Center) present leader as my mentor and guide, I would venture to say no and further more the app. is very overwhelming and causes me to have reservations.

Will use him as a resource of information.
He has encouraged me. I will pursue in five years. I've only taught 2 years.

I'm pursuing it now.

If I stay in teaching.

If I were younger. Was not aware of it until 3 years ago. I would have pursued it if known when I was in the classroom. Any teacher who continues education nonstop would do that; enroll in that program.

The work is overwhelming and I am not looking to move out of IL. What does the NB certificate get you besides the good name.

I'd be surprised if many will pursue. However, those who might will finish it. Some are considering higher degrees.

I think I will get my Masters first. Then I will apply for certification.

Not really.

If it does make you better, it would be worthwhile. It also makes it easier to transfer to another state.
Due to retirement.

They're just working on library certification, and I'm close to retirement.

Not at this point – if I were a new teacher – I would. 29 years in education. There is not much reward – maybe more would enroll if there was.
It's so much work.

8. **How about other teachers at this school? Do you sense any general interest among the teaching staff about National Board certification?**

Only a couple. A lot of people are getting advance degrees
Yes and No. Teachers are overwhelmed – if young with children, it is difficult. It is a good program.

Exactly the same as I have about the leader and the forms. I know of 8 other teachers who are interested here.

A teacher here last year was interested but he is gone. Otherwise not much interest. One other teacher currently going through NTB here.

There are three people who are currently preparing for NB certification and others who are interested. Two others besides me – 3 more will enter next year.

Not really. Limited interest.

Yes. There is talk of starting a cohort group here.

Two others are seeking it, I think. One is for sure.
Yes. There are at least two right now that are in NTL.

Nobody has said anything, but I think some teachers are interested.
Many teachers are interested. She encourages others to apply.

Older teachers are not interested. Younger teachers might be.

Yes, there is an interest. They are the ones that are genuinely interested in the kids. They are the ones that are very motivated to begin with.
Four teachers have expressed interest. Many are currently in school and can't do both. Is there any coordination with NB certification and higher education for credit?

Yes. There are definitely a number who have gone to meetings and consulted her about it. Yes. I think 2 or 3 are going to the meetings now.

Only one teacher has expressed interest but don't know if there was a follow-up. New teachers will have a desire because work with her. Perhaps 3 of the new teachers might. Now that it is getting recognition in the news. Some teachers have gone to meetings about it.

At least two teachers have approached me about the process. Asked about the time commitment. A teacher asked about the Quest Center – its support. Wanted to know if it's worth it.

9. **How can the school, CPS or education in general benefit from the knowledge and skills of NB certified teachers like _____?**

Instills accountability. She gets involved and makes things to, i.e., working with botanical garden field trip. She attends workshops and brings back "free" field trips – i.e. field museum includes other classes in the school. She has received grants from local foundations to improve students' experiences and learning.
She brings as a NB certified teacher, opportunities for trips, materials, information, and publicity that we would not ordinarily receive.

When you have Disney winners, Golden Apple winners and other great teachers, are NBC teachers any different? They are all just as dedicated to the children, where they should be dedicated.
Her knowledge, grade level curriculum. Ability to self-reflect. We can all gain more strategies from her because of her experiences.

Peer coaching to use his skills – as a mentor/coach for new and older teachers. Counseling system between the counselee and counselor.
Become involved in the school – he is a mentor to me.

We have all benefited from her. Not sure it was because of NB certification. Probably that she is a good teacher regardless of NB certification.
Led workshop on staff development programs. Gives 100% -- she mentors others.

NTL teachers help examine teaching skills. That doesn't happen on a consistent basis in the classroom.
NB certified teacher can model Best Practices at the school where he teaches and invite teachers from his school and other schools to observe. NB certified teacher should serve as a mentor for at least one other teacher.

Information he has learned – has to be related to standardized test. CPS does and recognizes standardized test. If don't ? -- no benefit.
Use him to work with other teachers interested in NB certification.

The school needs to utilize her more for inservices and teacher training.
One thing – and best thing – would have other teachers go in and observe her. Or have her come into other teachers' classrooms to see her teach. Also, for student teachers to observe her.

By leading inservices she has helped her colleagues. By assisting students – she helps them. Her present position as facilitator spreads her skills throughout the school.
Ability to reach a broader range of populations. Broadens their skills and enables them to teach and wider variety of levels. Greater influence with parent.

Children receive the biggest benefit. The more teachers know the better they work with the children.
Anyone who applies is probably already a good teacher. The process made her become well respected among the staff. It motivates teachers to think about all aspects of instruction.

For me NB certification is a piece of paper. She's the same teacher she was before certification.
I have no clue.

Kids will benefit. The above factions benefit from teachers with that commitment.

CPS – Finally some consistency across the board. Those NB teachers could set the standards for a citywide curriculum that would actually be utilized and monitored. There is too much confusion now.

They could use her as a model for workshops and inservices. She's a wonderful teacher.

It makes them more involved in curriculum planning. They return with many different ideas. It is good P.R. for the school.

Teacher #14

When you have a teacher like her – she could present workshop – explanation of how important it is to be in program.

They bring a sense of professionalism to our field and they inspire others to pursue their personal development and reflect on their teaching.

I thought I was a good teacher but this, through individualization, has provided me with specific feedback on my strategies and techniques. My student assessments have become more comprehensive as a result. This creates connection.

Indicator is student success. Wide range of teachers in NTL. NTL teachers know best practices and apply them. I know my kids better than I ever have. Opened the door for many professional opportunities.

10. Are you familiar with the 13-month *Nurturing Teacher Leadership* program in which participated?

Yes	No
☐	☐
N=17 61%	N=11 39%

No, but I was aware that he was involved.

If "yes", do you think _____improved his/her teaching skills as a result of participating in the NTL program.

Absolutely	Probably	Probably Not	No
☐	☐	☐	☐
N=12 67%	N=5 28%	N=1 5%	N=0 0%

Because he talks about it all the time.

Always was an excellent teacher. It raised her confidence level.

Not sure of the particulars of program.

She was outstanding before she started.

11. In what ways has _____ benefited from becoming a NB certified teacher, in your opinion?

Met her 2 years ago, she was warm and helpful. She has earned more respect from her peers.
She has become more confident, takes a more assertive approach on projects.

She had one of the highest scores. It is a great reinforcer to know you're on the right track. It appeared to be a very stressful time when she went through the process. She credits her to work under the pressure of a fulltime job and NBC requirements. She is a true professional.
Self-esteem
Better teacher
Learned a lot of activities and learning experiences
Get a chance to reflect on herself

It has caused him to do more research – expects more of his own teaching.
He is more research oriented – helps to mentor teachers.

Yes. The feeling of accomplishment has been good for her. She has received recognition that has had a positive impact. It has been a way for her knowledge to be shared with others.
She has become more introspective about her teaching. But – she was a very good teacher before that.

He examines the ways he teaches and he is willing to share his knowledge with others. He is open to feedback. He never assumes he is right all of the time.
He is more self-assured. The program served to validate the educational theories, beliefs and practices of him.

Haven't had a lot of time to evaluate after he has received it but it had lifted his spirits. He is excited about it.
Recognition and his ability to do this job.

More confident. More careful in how she puts together lesson plans, in how she speaks to children and how she encourages them
Ie: yes, good job = generic praise
Now she is more authentic in her praise.
The stuff she learned in NTL she applies in the classroom. She can sit back and observe herself on videotape and use that info to improve herself.

It reinvigorated her. She seems vital. She very, positive and accepting.
Satisfying experience in being helpful to other teachers.

She is more knowledgeable. She seems very confident. It's a great opportunity for other things like teaching the MINT program.

She has taken on a more leadership role in the school. The administration asks for her input.

The only way is she feels she is a superior teacher. It stroked her ego.
A little recognition, maybe and the 10-year certificate and the personal satisfaction. She really wanted to do it.

It boosted his skills and his commitment. He was always serious about education and it is even more so, now.
He's always put together inservice presentations for teachers. Now, he is more confident and is more assured. This past program was the Read and Write Program. He has always been one of the primary presenters for the past 4 years. He's always been available for teachers and parents for computers and computer library after school 2x week.

Got a lot of ideas from others in group. Encouraged her to do a lot of writing on her own.

She was an excellent teacher before she enrolled in the NTL/NBC. It may have provided some more things. She might have more introspection in her teaching.
She has become more aware of lifting the teaching profession to a higher level.
Student choice is very definitely a focus/goal in my classroom.
His discipline style has changed significantly. He's become extremely nurturing and child centered. Students monitor their own behavior.

NTL Interview Protocol – Students

1. **What have you been studying in this class (may need to specify content area) for the past week or two?**

Studying poems about African/American – writers – and what they have done to American history.
The art of Faith Ringgold.

Sci. – Matter
Soc.St. – Jane Addams
Math – 3-digit multi.
Reading – Book *100 Dresses*
Spanish – Singing songs and learning month
Science – matter
Math – multiplication – beginning double digits – finished basic facts
Social Studies – studying Chicago
Reading – *100 Dresses*, Character Weles and Story maps

Studying how to do resumes. Read the book "Moves Make the Man" for that.
We've been studying the book "Moves Make the Man" and our resume on it.

Reading – writing stories about fires and Yellowstone. Read a lot. She picks different students to read aloud during class – follow along when others read.
The Chicago fire – Mrs. O'Leary and the fire. Also the Chicago River.

Egypt, mummies, king and pharaohs, how they lived, what they did, what they ate, how they find the bodies, how the Egyptians were buried, the tomb, the customs, beliefs.
Math – fractions
Social Studies – Egypt
Masks
Where they put bodies of rich people

Studying African American and women from 1800's to now. I'm in the independent study – read books at home and have to report it.
Studying constitution – history projects. Each group chose one of two topics – legal rights for women or segregation.

Studying our reports – studying people like George Washington, Emily Dickinson. It's a biography. Reading about these people and then writing a report.

We are doing biographies on different people. We are writing this using 3 guided questions to make up the 3 body paragraphs. We have also written our introduction and today we began our ending (conclusion). We researched our person for about 3 days.

Spelling and making new words.
Writing about the family words
Language – word family game
Word circle time
Reading of books

We study about Faith Ringgold and we do writing about how she made a blanket (quilt) after we read a story how she made it. We draw a picture with the pencil then we colored it. Then we wrote about it, and put the picture and writing together to make a quilt.
Science – Rocks
We read "Tar Beach"

We've been doing algebra functions, sin, cosin and theta and Pythagorean theorem and formulas and equations.
Isosceles triangles
How to figure the angles
Mathematical theories
References angles
Teacher #11
Mayan ancient civilization
Skills bank – work on reading and math – Reading – Mayan civilization
Sports and Religious beliefs in Mayan culture
Preparing for a PowerPoint presentation. Each individual does this for the entire class.
Written papers. Worsky in Internet Skills
Book 4 Typing Tutor 7

Poems – different kinds of poems. We studied images, similes, personifications. We had to figure if there was any of those in the poems.
Writing and learning about poems. Writing one in our own language and one in English and then analyzing it.

Fractions and decimals, use worksheets. Do multiplication with fractions. Measure radius. Use circles and spinners for probability.
Fractions
equivalent
simplifying
mixed numbers
probability

Weather – Graphs – Times tables
We have been studying "Chicago" and weather.

2. **Tell me what you did during this lesson. (Probe for examples.)**

Picture – presented and analyzed a picture from quilt on F. Ringgold.
Prepared a quilt piece – Last week we did a drawing and today we transferred the drawing to cloth. In our group, we were describing what the artist was trying to say in each picture and what we liked or disliked about each picture.

Matter – solids, liquids (3 days each)
Learning logs – experiments (looked at texture and color)
All kinds of experiments to show the different forms of matter.
Science – reading books, writing down main ideas on matter and now they'll be breaking into groups and making posters
Reading – Character Weles and Story Maps
Social Studies – Reading books about Jane Addams and writing down main ideas in learning log and will share.

Discuss what we needed to have in a resume and discussed characters in "Moves Make the Man."
We went over our resumes to check it because it was the first draft; and we read aloud the book to the whole class.

We have been listening to a sentence and when she gives us a verb we have to give part time.
Got ideas for a tour guide of planets.

We're studying Egypt. We're going to make a mummy. We had to make a mask for the mummy tomb. To make the mask – put Vaseline on face, wet plaster strips, put it on friend's face and wait to dry. It was important to keep it kind of loose, so it wouldn't dry too tight.
Made masks. Read story – Isis and Osiris. Drew pictures – people of Egypt.

Separate groups – I'm doing law as it relates to African/Americans.
I was working on my part of the group project. I have to write my essay and do a chart on the timeline of desegregation.

Going over homework and writing the conclusions to our stories.
I finished my 5 par. essay – What are the main things that we needed and what we don't need.

I had "ack" sounds and when the teacher put letters in front of "ack" family, I said new words.
Used word families to make words.

1. listened
2. wrote about it
3. drew the picture

4. wrote about the picture
5. made a class quilt

I helped with the calendar lesson. I read with the other children "Little Red Riding Hood". I learned new words.

We evaluated numbers to find sin and cosin and use it as fractions and radicals.

Took notes on how to remember and use the formulas that were reviewed and presented during the class. Considered how to plug in numbers in using the formulas. Answered questions and worked with partners in completing classroom activities.

Searched internet with search engines. Researched the question that were written previously by each student. These questions may have been added during group discussion, also.

Making a KWL chart and filling it out as we went along

K – what I knew

W – what I wanted to know

L – what I learned

We have to write our own poem. It should be like step by step. The first step is What did you do", 2nd step is "What was thing that you did/or plan for", 3rd "How did you feel about it."

Poems were discussed and then we had to write some poems: she gave us the steps for writing a good poem.

Work with partners. Colored the circle. Used a paper clip as a spinner to tally the colors on the shell.

Made a spinner and colored it 2 different colors to spin and see how many times it would fall on blue and red.

Partner and I looked at the board preview for us to look at. We looked at instruction and made a Picto-graph.

I was writing about when I came back from Mexico.

3. What do you think your teacher wanted you to learn today?

How to observe/learn from the quilt.

Get the artist's meanings through what she drew and the colors she used.

Get better at 3-digit math (facts). Math H.W. She also wanted us to see how to make different forms of matter.

Math – 3 digits x 1 digit – warm-up – review

Reading – sharing predictions about *100 Dresses*. What is similar and different from other kids in the group and how the predictions changed as more reading happens.

Probably to get better at the resume and learn more about the book.
To learn that we can fix our resumes by writing second drafts, third drafts. And he wanted to make sure we had all the parts in our resume that we needed.

Past tense – writing – phonics – can write about a planet – divide the word into syllables. She was telling us about what was a verb. On laptops – had to learn about people important to Chicago.
She didn't tell me.

How to make masks to see how they mummified people in Egypt. He wants us to learn to work together in groups.
How masks are made.

Help each other. When we finish with our work. In working on law with the others in group.
Get young black people to have a better understanding of history and how that impacts them. Some of these kids don't know how things got to where they are and why. Mr. Harbison's class help them with that understanding.

How to paraphrase – how to write a conclusion for a biography and how to write sentences perfectly.
How to do the things that are important in our paper and our report – punctuation, spelling.

Spelling and new words. I wrote rack – tack – back – pack – snack on my paper.
Used word families to make words.

I listened to a story about a chicken, pig, dog, cat and duck. They didn't want to help the chicken. They didn't want to work but they did want to eat. So she did all the work herself. She ate by herself. The other animals watched her eat.
About the story.

Basically she wanted us to learn how to do our assignment – to understand what we were going through today.
How to understand formulas and use them in solving problems.

More about Mayan lifestyles and culture
Compare current lifestyles to the ancient Mayans
To get more familiar with PowerPoint skills
Wanted me to learn about the Mayan culture and how to use PowerPoint.

I think when you write a poem you should have a beginning, body and conclusion.
How hard it is to express yourself in a poem. You have to think about every word.

Fractions.
Probability has something to do with fractions and that this method may be used later on in life.

Understand picto-graphs.
I think he wanted us to learn more about weather.

4. **Tell me more about (the topic of the lesson and/or unit).**

Each student had to make a project for a quilt – mine was to draw a picture about a boy to put in a quilt.
I have helped to make a quilt before in another class with Ms. Comminos. It is hanging in the Field Museum.

Math warm-up with kids explaining (2+1+3) example. That's my favorite subject.
("I love reading after I get into it").
Science is done in class almost everyday. We are able to touch some of the matter that we make.
Math – She explains it at first and teacher asks if everyone gets it everyday. She does the same with homework. Today she gave the clue that you add a zero to the end. If you know that 3x2=6….. 3x20=60…..3x200=600 because you just put the zeros at the end.

We are doing the resumes. We invent the resume for a character in the book.
The book is about a boy named Jerome. He likes to play basketball. His mom was sick, and his friend Bix moved away. Then he came back. Spent time reading and putting sticky notes (happy, sad, questioning, exclaiming). We do reader response after reader.

The game hangman taught us spelling.
Other people like Jesse Jackson, and Harold Washington in Chicago.

Egypt. We're going to write about it, too.
Class made pyramids on Thursday or Friday. Teacher gave the students some books to read about Egypt. Students are to complete a research paper and/or project on Egypt.

Not just African/Americans – technology – and how world changes – from 1900's to now.
In this class the teacher tries to get us to think and not just learn a lot of facts from a textbook. He gets at the real meaning of history and social events.

She keeps a clipboard and uses a 1-4 grade to score us. Four is best and one is the worst. She let us work by ourselves and then checks our essays.

She was trying to get us to put things in our own words from a story in our lab book.

After we finished had to find the word "frog" and circle it. Then we had to write the sentence "The frog is green."

We just changed books from algebra to trigonometry. We're applying the concepts of algebra to trig. The things we learned in algebra still have to be applied in trig. This will lead to better understanding of math. She helped me understand.

Reference angles and how to use formulas in understanding how to understand, interpret and

KWL – Format for Know what we already know, What we want to know, and What we've Learned.

Mayans are Indian tribe that worshipped gods and goddesses. They lived by farming. Only entertainment was pok-a-tox.

Started earlier in the year. We started studying cultures. We meet only every other week with him.

We're collecting poems. One should be in your country's language, translated into English. One you have to write in your own words. The other five are in English, poems that you like. Make sure you understand what they mean.

We have a chance to write our own and express ourselves. At least we tried to express ourselves.

We used little blocks of wood. Put them in order by size. No. pieces equal a bigger one. They are fractions. Use them makes it easier to learn.

Equivalent fractions. We got a chance to cut up an apple and eat it to demonstrate mixed numbers.

Enjoy math and the solving of the secret agent instruction.

I made a thermometer. It was hard but fun to do.

5. **Tell me (or show me) about one of the work products (use an age appropriate term) from the class. (Applicable only if students developed a work product related to the lesson.)**

Did a picture of couple getting married for the quilt.

We took pictures of her pillows.

OR

Tell me more about _____ (a topic of discussion.)

Soc. St. -- Jane Addams was interesting the way she helped people after the war. She helped get homes and clothing. I had never heard of her before. We also made posters about matter. We read books and write them down in our logs.

She showed me her Reading projects in the making that are in her reading journal.

Story Map		Character Web
Title	Main Characters	
Author	Setting	
Illustrator	Problem Solving	

Pick a character from the book "Moves Make the Man". Find out where the character lives, projects he did and awards he received.

Teacher said you have to put where they live, address, city, state, zip code, if optional phone number. Work experience, skills, education, awards, other stuff. In the book if they don't say it, you make it up, so it makes sense.

Story about planets – had to make a story about if we lived on an imaginary planet – my planet is livable. Have to learn how to name all of them. Today our story was about being a tour guide on the planet.

Write stories about the planets and leprechauns.

Masks –

1. Are made with strips of paper and water
2. Face is covered with Vaseline and then covered with the strips of paper soaked with water
3. For at least five minutes mask stays on face and dries
4. Mask is taken off the face
5. Mask is painted.

Each group – have to prepare 1-2 pages rough draft and report on their topic.

Doing a timeline chart on economics – all groups have to do a chart to show growth over time. I am doing the one for my group.

An essay of around five pages. Have to be able to have a report that tells a lot about the person and has guiding questions.

(copy Curtis' paper)

I finished my words.

Turned in a paper using word families to make four words.

My picture on the quilt is of my Mom who had my sister in her stomach. My dad and I are building a sand castle.

The little girl cried. I made a picture for the quilt.

The problem was finding cosin, theta of 30, 60, 90 triangles. And 1st I had to find the sides of the triangle. Then we used that to find the 6 algebraic functions.
The class completed a project on making rockets. An empty Fuji film container was decorated by wrapping with construction paper and adding wings and a cone. The class worked in teams. The rockets were taken outside and ½ of an Alka Seltzer tablet and warm water were placed in each container. The container was flipped over quickly to see how far it would fly in the air. The purpose of the project was to connect quadmatic equations with reality.

PowerPoint presentation
1) Title
2) Subtitle
3) Videos and Pictures and Graphics
KWL chart and handed in at end of class. Created PowerPoint presentation and saved it to a floppy disc.

I have the poem "Still to Be Neat" by Ben Jonson. I like the way he talks about what women do everyday. I have "Who" by Shelly. It's a poem that is all lies. It was funny.
I enjoy this class because she gives us a chance to express ourselves. Writing poetry is difficult but I like to try. I've only been in America one year and didn't speak any English.

Used rods (blocks of wood) to make fractions realistic. Made spinners and used colors for the circle.
Pattern Block Fractions. We got a chance to complete a pattern box. I enjoyed making different patterns (see favorite lesson attached).

We made a picot graph from the secret agent instructions.
The pictograph was easy if you know your tables of eight. The pictograph is easy.

6. **Was instruction today typical of what happens in the class? How? (If it was different, how was it different?)**

We work on individual projects like today, drawing pictures.

Nothing was different today. In the morning before Math we write in our logs and complete our calendars.

Read every single day in class period. Review our work – usually most of the time. We work in groups. First we copy homework. Read aloud the agenda. Then I pass out the paper what I learned yesterday. Sometimes we can ask questions. Then we follow the agenda. Read a story or practice typing on laptops. We take turns with our partners.

We learned a lot and today was pretty normal. Nothing much different than what happens every day. Sometimes kids get in trouble – that didn't happen much today – Ms. _____ tells them to stop it or they will get in big trouble.
It was the same.

We work in pairs or in teams a lot. About once a month, we make a project with the team (a type of art project). Behavior of students is about the same all the time. Today's instructional program was different because there were ten students from another classroom because substitute coverage was not provided for another sixth grade teacher attending a workshop. It was also different because the students had not made masks before.

No. Right now doing projects. He likes to do more hands-on activities than most teachers. In the end that is a better learning experience.

That's what we usually do. It was typical. Daily routine, go over homework, do reports, and learn about writing.

Yes

The volunteer will not be here only the teacher aide, so there will only be two groups. It was the same.

It was typical cause we went over our work, took notes. The notes help us do our homework on the syllabus.
Yes. The teacher checks and reviews homework and uses the overhead to present new material and to teach the lesson. The teacher encourages the class to work with partners.

Yes, it was typical and we use the internet for whatever topic we're learning about. Because he talks fast and moves quickly, everyone stays on their toes in his class. They like his comments because he's funny (humorous). I like his class.
Today's instructional process was what we do when we are in computer lab. He has us working at our computers and helps us if we need it. When we're free at the end of the class we can go onto the internet. I can always ask him for help.

It was a normal day.
Yes. This is what we do on a daily basis.

Yes. We always do different activities.

Most of the time we work with a partner or with other students. We can help each other understand the material. He makes things interesting and fun. He makes me want to come to school. It's good to learn in an interesting way.

He brings Friday treats to eat. He gives us flowers if we are selected a Student of the Week.

Yes. We usually have the sentences to correct. We usually have math problems. I like the math pictographs.

7. How did the teacher prepare you for our visit?

Told students – visitors are coming from Board of Education.

She told us that people from the Board of Education would be coming to visit us and she wanted us to be on our best behavior.

Told us to be on our best behavior and don't be nervous. There would be 2 people watching us. We were to answer their questions.

Yesterday she said that there were 2 people coming to see what we're doing in the classroom

Just this morning when he announced you.

He told me this morning if it was OK someone would interview me during art class if I said it was OK.

She said two men would come to ask questions of two kids in the classroom.

Didn't know you were coming.

None.

The teacher said there would be special guests for two days to see how students learn. He mentioned that the guests would be observing him teach.

No

We didn't know you were coming. We have had other visitors and he tells us when they arrive to just be normal.

She asked me if I would like to be interviewed. This morning was the announcement to the whole class.

Yes, because my mom told me someone would interview me.

She said someone would talk to me.

Did not prepare students for visit.

On Friday she told us 2 people were coming that they were going to watch what teacher would do.

She told us 2 ladies were coming to see us.

She told us a week ago some interviewers were coming to see how she teaches. They will be observing.

The teacher told the students that they would have visitors to observe the class for two days. She told the students to act normal in participating as a class.

He didn't mention it, but it doesn't bother the class.
Didn't prepare/inform me that you were coming.

She told us two days ago 2 people are coming. They were looking for the way teachers teach.
She told us you were coming. That you were going to watch the classes and record some information.

Yes, guests are going to come. They will ask you some questions. Be polite.
She told us you were coming and for us not to yell out but raise our hands if we wanted to speak.

He said to dress up nice and be prepared to talk about our class. I felt very special.
Tuesday

Probes
What does (topic or key word) mean? Or mean to you?
How did you figure this out?

Helped me understand Faith Ringgold life interpret focus – had to write about it.
It means the main idea. The teacher uses that word. We use that word in Language Arts too.

The class does a monthly calendar. We also always do warm-ups. Some are long and hard. I like the Math because they are short and a little easier for me.
Character Web – Write a main character in the center of the big circle. Is he friendly, smart, brave, mean. In the story, write when the characters show these traits.

Matter – It has properties and takes up space.
1. gas – air is a gas – moves around
2. solid – like a chair – doesn't move and stays in place
3. liquid – flows – fits into any shape

"Moves Make the Man" means if you practice something enough, you can do it.
Just made sense.

Irregular verb – run comes in ran, go into went
Difference between verb and noun. Noun is person, place or thing.
Planets – my favorite planet is Neptune because it's cold and I like the color of it. I like cold. I write about my favorite planet. Teacher explained what a planet is.

It means African/American and women try to be equal. Long way to go in the eyes of the law. Studying and doing a lot of research.

He talks to students as people. He wants them to really learn something important. In this way, he is different than other teachers I have had.

"What does paraphrase mean?" Like you are rewriting the sentence but keeping it pretty much the same – in your own words.
"What does biography mean?" Pretty much telling their life.

Probability – problem – probable – chance. Used the spinner for that. I have a video game at home about chance.

A topic is the title of what you are doing – like an essay. I learned that in Writing Workshop class.

NTL Interview Protocol – Parents

1. **Are you a member of the Local School Council?**

Yes	No
☐	☐
N=2 8%	N=24 92%

2. **Were you aware that _____ was a National Board certified teacher?**

Yes	No	Not Sure
☐	☐	☐
N=22 86%	N=3 12%	N=1 2%

3. **Did you know anything about _____ before he/she had your child in class this year?**

Yes	No	Not Sure
☐	☐	☐
N=18 72%	N=7 28%	N=0 0%

Explain:

Child new to the school this year.
Volunteered in art room. Accompanied groups on her trips. Observed her teaching on the trips rather than letting kids just playing.

Had a daughter in class 3 years ago. Also the monthly newsletter keeps parents informed.
She came about the time her sons entered school. Bonnie knew of her. She knew....she had been in business and left to teach, she had interesting projects for students and good field trips with discovery, educational packets.

I heard he was a good teacher because he is understanding of the subject matter. He is patient with the students.
I've been here a long time and was on the Council. I am very active.

I know she did a lot of hands-on activity. Brought lot of outside resources into classroom. Tries to make everything interesting to her students.
My nephew had her and she is a very good teacher.

Summer School. Other parents said he was a good teacher. I knew other parents who had students in his class. I also would see him with his students outside planting.

He is a great teacher. He maintains enthusiasm on the part of his students, and he finds out what the instructional needs are each student. He assists each students and deals with any problems the students have. He has helped the daughter of the parent being interviewed by pointing out to the parent what the student needs to work on.

Never met or had seen her.

Other students I have know said I hope your daughter gets Ms. _____ as a teacher.

My daughter was in her class for about 2 years.

I had a child in her class for three years.

Teacher #9

Knew of her – she was kg. teacher before she was a first grade teacher.

She was with a sister in kindergarten.

Met with him and asked to speak to him.

Had seen the teacher around school.

I worked with her last year.

My grandchild was also in her class last year in 4th grade.

First year here.

His first year here.

On visits to the school I heard about the teacher by talking to other parents, students and staff members.

4. What makes _____ special or different than other teachers you have known or who your children have had in school?

She takes children on field trips.

She is hard working. Takes the time to hear kids. She takes the time to treat them like her children.

She motivates my son. He was challenging until he got in her class.

All are dedicated. She has a force that seems to drive her. She is very organized and resourceful and does help others if asked. She has a very quiet manner, but has a firmness about her that the students respect. Children need to qualify to go on field trips. She is also very fair and consistent.

He listens to their learning problems. He sits down with the students, he explains, he helps, his listens to parents too.
He is very committed to the children. Makes parents aware of progress. Gives positive feedback. Makes himself available. He respects students.

She tries to meet needs of each and every child in classroom. Tries to meet students at their level.
She loves children – very caring. Even the children who give her a hard time, she cares for them and in fair.

He is very positive with the students and my daughter is really learning a lot from him – especially math. He is very positive. He explains until they understand.
Friendly to adults and students. Always has a smile. Sympathy for the needs of all students. Likes and enjoys teaching. Students are happy to be in his class. Completes a variety of interesting activities with students – field trips, projects, etc.

His insight – showing concern beyond teaching. Has a heart for teaching. He has skills that are beyond teaching. Uses what he has learned. When I spoke to his class – he didn't correct me. He doesn't just use the book.
More concerned, more interested in students. He is easy to talk to. Wish I had him as a teacher when I was a student. My daughter likes him a lot. A very "down to earth" teacher.

10 year old – Special needs child
She was exceptionally receptive to the parent and her child. Betty even gave parent and student her home phone.
She is the best teacher he's had at Oscar Mayer.
She accommodates his needs in the class according to his IEP. Son adores her.
She always contacts me. Gives weekly reports of progress. Involves entire class in activities. Gives students options (I have observed this while volunteering.

She loves children. It is not a job for her. She cares for the whole family. If I had a question, she would either give me the answer, or find the answer, or find someone who could answer. She was genuinely interested in my daughter and me. Each year she has a picnic in summer and a Christmas party for students and parents.
Kept lines of communication open between the parents and the teacher. Encouraged parent involvement in the classroom. Quiet and calm manner in conducting her class.

I am pleased with the teacher. The teacher is very careful to be sure that children have their homework. When classroom work is not done, she sends work home to be completed with parents.

She is just a good teacher. She expects kids to do their homework. She gets after them. She's just a good teacher.

There were a couple things that impressed me. One was the portfolio. It was very creative. One assignment was reflective and one was a research paper on a mathematician. They used a lot of skills.

Takes time with the kids. Daughter was having "academic" problems – in math. She came in to meet with him before school and during the lunch period.
My grandson was in Principal's Scholarship program and _____ gave him incentive and motivation. He also had time to talk at lunchtime and after school to him. He motivated him to do well. My grandson has done so well he's now in a 7th and 8th grade academy at a high school.

1. Very concerned about the children's welfare.
2. Very informative to parents.
3. Very caring.

All teachers are special. She gets the point across and the students get the point. She makes learning fun.

He gives special attention to each student. I've never seen a teacher do that.
He puts everything he has into his teaching. He motivates the children to do their best. My son now likes to read. He loves kids.

The way the teacher approaches the parents to explain what is happening in the school.

5. How would you rate _____ as a teacher?

The Best	Among the Best	Average	Below Average
☐	☐	☐	☐
N=22 85%	N=4 15%	N=0 0%	N=0 0%

6. If there is one thing that stands out about _____ as a teacher, what would it be?

Kind, sweet, gentle.
Her personality – gives respect where it is due.

He (my son) is applying what he learned in school. She sends home interesting homework. My son enjoys her class.
She has an excellent writing program. Concepts of Math and Science are gotten across at an early age. She also gets her classes prepared for the standardized testing. She is very diplomatic, but tells it like it is. She has good parent contact and asks for help from parents if needed. She gives the child and parent "warning" before it's too late to make a change, ie: mid-quarter, so

students can improve their grades. She doesn't walk around like she knows everything. She gave Bonnie's kids a firm foundation to grow on.

He has a lot of patience and is polite. Pays attention to what parents say. He is willing to try and improve and takes into consideration what parents and students say.
Leadership

Her ability to assess where each child is individual and to teach to that child wherever he/she is in ability level.
Her kindness and caring for her students. She is fair. If she sees a child with a problem – she helps them. Doesn't ignore students who have a hard time learning.

The way he work with students. He explains material and is very patient.
The fact that he is always available to assist students, parents and staff members.

Identifies with students – doesn't discriminate. Everyone gets the same yes or no.
His concern for his students.

She loves what she's doing and goes the extra mile for the kids. She is available and talks by phone often.
So patient with students and also with colleagues. Her classroom is diverse and works with children who vary in ability and background.

She is loving and nurturing to students and parents. She was and still is a surrogate mother" to me and my child. She is energetic all the time – even with six children of her own.
Closeness with her students and involvement with students and parents.

The children are progressing. My child is progressing.
She is affectionate with the kids. She sees them as her kids.

Creativity.

He's nice and kind. He goes to the extreme to help students, if they want to be helped.
His eagerness to see that a child is successful. Works with children on an individual level. Works with children in the Afterschool Program in reading.

She does so much. How she keeps herself together is outstanding.
She is a Pod leader. She has to not only keep her work together, she has to keep the whole Pod together. They like her and what she says they go along with it. She helps them work as a unit.

Because he made my daughter feel happy to be herself. Helpful to parent.

He is a wonderful person. He has so many things about him that make him a great teacher.

The parent's son always tells the parent about how good the teacher is and that he is happy to be in the teacher's classroom.

7. **To what extent, do you think _____ is liked and well respected by all parents of his/her students?**

Very Much	Some	Very Little	None
☐	☐	☐	☐
N=26 100%	N=0 0%	N=0 0%	N=0 0%

Respected, but not necessarily agreed with. Her expectations are presented on parent night.

Others would if they knew him.

8. **Other than report card pickup, how does _____keep you and other parents informed about student progress?**

She does talk to her when they are on field trips. Mrs. Stokes volunteers to go on these trips.
Before progress (a month or so before) reports are due; she sends a progress report that parents have to sign. She also calls parents.

There is a monthly classroom newsletter. I help on Thursday with the writing workshop. She also sends home flyers of events.
Midterm reports and phone contact. She's open to parent appointments and calling parents when they'd be home after work. Available to parents and will make time for parents.

Meets with parents to help them be posted. Sends computer generated reports.
He phones; sends notes; and he makes sure you get him. He's very available to talk to.

Send home regular progress reports. Makes it known that she is reachable by phone, e-mail or in person.
Most parents talk to her when they are here. She reads information to parents – letters. Parents/students can call her home if there is a problem.

He calls in the evenings and on weekends when her daughter needs extra help or when she has done something exceptional.

Progress reports before report card pick-up. Talking to parents at all times. Reminding parents about all features of the classroom program. Calling parents if there are problems.

Calls parents – lets me know how things are going.
I just stop in and talk to him about my child. He sends a letter to parents at beginning of year.

We talk by phone often – at least 3 times a week; even on weekends, too. She's a hands-on teacher and follows through. Behavior and academics are discussed regularly.
Weekly progress reports – newsletters and reminder notes of upcoming events. She contacts parents by phone. Gave all parents her home phone number so that students or parents could call her.

She invited parents to contact her and was readily available when you did.
Daily notebooks – sent home everyday
Telephone calls
Summer and winter get togethers for present and former students and their parents.

Send work to be done at home every day.
Notes, telephone notes, teacher is present at parent meetings.

She hasn't had to call us but I assume she calls.

He sends out progress notes. He'll call and let you know the child's academic needs. He'll follow-up and call to let you know. He's an excellent teacher.
I'm up at school a lot and he's always available for me and has time to talk.

Sends home letters. Parents' notes. Calls.
I'm here everyday. She invites parents to meetings to get them involved.

For each child he makes a list of questions that he asks each child in front. I see!
Every day – he sends home letters. He has a personal notebook for each student in which he lets parents know if there is something the student must bring for class the next day – comments on how well students conduct – parents must sign.

Telephone calls. Notes about her son's progress. The teacher sends invitations to the parent to come to the school and talk about the student's progress.

9. **How can this school best use the skills and talents of a teacher like _____?**

Use her in math, reading, library. Work with other teachers to help them.
I think more parents are satisfied with the total school because of her program. Other school teachers ought to observe her methods more.

Keep her on the staff.

In the classroom setting. She can share all of her experiences. Because of her being in the primary grades, she is able to give them a good start.
As a master teacher, she can guide and counsel new teachers. They could especially guide them with Math and Science. There are many good teachers at this school and each have their strengths.

He could work with other teachers to help them be better.
They need to use him as a mentor – especially with new teachers. He should take on a leadership role.

Allowing her to share what works with the staff – and she does that. Teaches both students and teachers.
She helps other teachers in the school. These teachers will follow her advice.

The school should use him as a principal! He really understands the kids.
Ask the teacher for his ideas about the solution of school problems. Involve the teacher in all school-related activities.

Need to involve him in leadership – to utilize him for teachers to have discipline. Utilize students.
Maybe offer more programs for students. Need to do more to interest students. Share his expertise in how he relates to students and other teachers could learn how he does it.

It would be great if she could train other teachers in regard to her parent communication and her responses to the kids.
Train other teachers – have workshops to show them her teaching skills. Also, work with parents on how they can help their children at home.

I think it's sad that she doesn't have her own classroom – however, she is now helping all the teachers and children.
Made the teacher available to provide assistance to staff members, students, parents and community members to provide assistance.

The teacher has many talents and should use her wherever they need her.

I don't know what the school is doing. If funding allows let her do other projects. Let her do cooperatives with other teachers.

Most of the teachers are laid back. This school needs more _____. He really helps children learn what they need to know to prepare for high school.
Good teachers are hard to find. He always gives his best. The school should do everything it can to hold him here.

She does everything. I don't know that she could do anymore.
She's already doing a lot. I don't if she could do anymore.

Other teachers need to do what he does.
Get the teachers to do some of the things he does. Maybe he can motivate them.

10. Is there anything else you would care to tell me about _____ that has not already been discussed?

She tries every month to give the students a chance to express artistically the month's holiday or focus.

She should be encouraged to continue what she is doing and to do more to help the students and staff members at Senn School.

She does stress parent involvement in the classroom which then is a carryover in the home.
She keeps the line between parent and teacher the same for everyone no matter what their involvement. There was never the perception of special favors for children who's parents are more involved.
Teacher aides work well with her.
Very aware of time with students. Does not like to be interrupted unless it is important or an emergency.

He is a good teacher – respected and respects others. He does not like students to fail.
The organization of his room is interesting. He makes it comfortable. He gives them space especially if they need private moments.

Of all my daughter's teachers – she is her favorite. She made my child feel very special.
She does not bring her home problems to the school. Her father had a serious illness but she kept her same attitude to helping the students.

He is exceptional. He is the best teacher for my daughter. My daughter has really learned a lot from him this year. He has respect. Being a bilingual teacher allows him to communicate well with parents.

I think something he can do with new certification – it is vital – group of peers recognize him. Don't let it go to waste. Listen to voices that have never

been heard. Needs to be shared with others. I learned from him. Peers need to use him.

Just a nice teacher and they need more like him at this school. I can understand him better than other teachers at the school.

She is my son's angel. She is a rarity.

A really great teacher and she isn't threatened by parents who question and want to know.

Other teachers appear to respect her a lot.

So do the parents.

She is not a teacher who talks down to parents, but actually listens.

She has a lot of resources she shares with parents. She has a library in her classroom that she shares with us. I like the way she reads novels to children and then discusses them. I wish there was a 5th grade teacher for my daughter to go to next year.

She's one in a million.

Everyone likes her and appreciates the assistance she provides.

I've talked to other parents and they believe she is the right teacher for the kids. The students have learned a lot.

Besides creativity. I think she tries very hard to get the students involved e.g. Last month they made rockets and measured the angles and curves. So they had fun building, went outside and even had a little competition. They built a bridge out of toothpicks. They put weight on it to see how much it would support. They had to design, figure structure. It engaged them. They're learning by doing.

He's an excellent teacher. I really like him.

He's a wonderful teacher and I'm glad my two children had an opportunity to be in his class. He really helped both of them.

I really respect her a lot. I'm a parent tutor with her and I can see how she cares so much for the kids and I'm very proud to work for her.

She is a lovely lady and I enjoy working for her. I plan on continuing to work with her as long as my granddaughter is in this school. When she talks to you, you know she is listening. She is one in a million. I know my granddaughter likes her.

He is a fabulous teacher. I have 5 nephews in the school, none of the others. He is adorable – He helped my niece who was in another classroom.

My son is important to me. He has made my son like to learn.

NTL Interview Protocol – Principals

1. **Have you observed (teacher's name) in the classroom while he/she was teaching?**

Yes	No
☐	☐
N=14 100%	N=0 0%

2. **Were _____'s lesson plans organized around clearly established goals, such as the Chicago Academic Standards and Framework Statements?**

Yes	No	Not Sure
☐	☐	☐
N=14 100%	N=0 0%	N=0 0%

Explain:

Required to submit lesson plans. Assessment is conducted – assessment book is identified as a means to evaluate performance and goals for/of classroom.

Both state and Chicago goals.

Lesson plans are turned in on a weekly basis. They are well organized and include clearly established goals, such as the Chicago Academic Standards and Framework statements.

All my teachers make their lesson plans based upon Chicago Academic Standards and Framework Statements.

I look for standards and statements in lesson plans and while visiting classrooms – in the teaching practices.

Plans are aligned with the Standards. They are neatly done, well thought out and well executed. Applied learning is always demonstrated. She never misses turning them in. She is very responsible.

Computerized program to write lesson plans. Each teacher is responsible for input of data. Lesson plans are sent weekly to the administration.

3. **Were the important concepts _____ wanted students to learn obvious to you and to the students?**

Yes	No	Not Sure
☐	☐	☐
N=14 100%	N=0 0%	N=0 0%

Explain:

Ms. _____teaches art; students like art.

Very good policy – he is very uniform. He is good in that the students know what is expected.

Teaching math classes on division very clear on starting, transition and ending. Students know exactly what they will learn.

Mr. Joseph maintains a unique classroom and incorporates many and different resources in presenting lessons

Reading lesson. Can't recall details.

She exemplifies the "Madeline Hunter" method. It is ingrained. If she had never seen it she would still operate in this manner.

I visited in order to observe the progress of ESL students. I want to make sure ESL students are learning and progressing.

Objectives are posted on the bulletin board, and the students know what to expect. Instructions are clear and exact. The teacher has high expectations for the students and accepts no excuses.

Has objectives written on the board. He does an overview and pre-teaching activity.

Does it very well. She wants to make sure all students grasp the concepts.

They know.

4. **Were you aware of how _____ intended to assess the student learning pursued during the lesson?**

Yes	No	Not Sure
☐	☐	☐
N=12 86%	N=1 7%	N=1 7%

Explain:

Lessons plans submitted by Ms. _____.

Reviews expectations of students in written work – middle schools have weekly meetings – student goals and objectives.

Teacher was going to give a quiz on the material that was presented during the lesson.

She is one of my best teachers in assessing learning. Uses scoring rubrics that are clearly laid out to kids.

Ms. _____ senses how each child is reacting to the lesson. She adjusts to how each child is responding both verbally and nonverbally. She tells the student what they are going to accomplish each time.

How well the kids were able to give correct feedback.

She has a plan for assessment that has been explained to the students in advance. The students know how they will be assessed.

Following the lesson plan indicated the assessment process. Answering questions and providing feedback.

She has students write the problem on their papers. Then circulates to make sure the problem is understood. Sets up similar problems to insure students got it.

5. **Did _____ vary instruction during the lesson(s) to help all students learn?**

Yes	No	Not Sure
☐	☐	☐
N=12 86%	N=0 0%	N=2 14%

Explain:

Uses approach – short span of teaching -- 15 minutes talking – 15 minutes activity. I believe a teacher alternates between talking and activity.

More group work – normally she does project based learning. The math class was more teacher directed and later followed by students working on sheets.

Teacher paused and reworded what was being presented in order for all students to understand what was being said.

Attends to each kid individually. Modifies instruction depending on students' needs.

Her lessons featured a variety of modalities.

Use of overhead projector.
Assigned individual tasks.
Circulated around the classroom.
Implemented cooperative learning.
Instructional program includes visual, applied and cognitive activities.
Uses Bloom's Taxonomy.
Keeps abreast of literature and current trends in mathematics.
Attends educational conferences.

Walks around to assist individual students having difficulty.

Yes, she does. Does like to teach higher ability students but will work toward insuring all get the lesson. My son had her for a teacher sometime ago.

Small group – Individual student questions, etc.

6. Did _____ use what would be considered "best practices" in the lesson(s) you observed?

Yes	No
☐	☐
N=14 100%	N=0 0%

Explain:

Uses whatever is effective with students.

The whole curriculum is centered around "best practices."

He was aware that some students are not learning -- set up a tutoring program.

She does, within her teaching, always follows practices. She makes sure her lesson planning, aligning them to standards and curriculum.

My explanation was given by the Interim Principal.
Highly individualized instruction. She is a model teacher in using "best practices." Addresses all intelligences, teaches higher order thinking – outstanding in math "best practices."

When she helps teachers daily – what she does with students is always "best practices."

Deals with multiple intelligences in presenting instructional program. Utilizes whatever works for her and her students. Uses machine mathematics – rewrote handbook to apply to classroom. Breaks concepts down in order for her students to understand better.

It was evident.

She does. She shares her teaching with other staff. At weekly meeting, discussion held on best practices.

---

7. Does _____ use community resources to enhance student learning?

Yes	No	Not Sure
☐	☐	☐
N=10 78%	N=1 7%	N=2 14%

Explain:

There are none (resources) locally. There are no businesses. Field trips are used to Art Institute, etc. She plans a lot of them. She gets grants.

During the 1st nine weeks – he used a neighborhood poet to work on poetry.

The teacher has worked with Street Theater and with a community drama group. He has also worked with the Rochelle Lee Grant Fund in order to bring to the school and to share books with students.

Junior Achievement – parent volunteered.

We do a lot community based instruction in this school. For example, Valerie facilitates our program with "Looking Glass Theater." The students go there and the actors come here every few weeks.

Brings parents in. Meets with them in evening. Had "A Day of the Dead." She brings in people and parents into cla

Works with tooling and manufacturing association. Works with machine industry. Affiliated with local universities – Northeastern Illinois and DePaul.

As a computer lab teacher he does not have a homeroom.

One example is that she has a student teacher. She recruited her from U of I at Chicago. She uses the math program from IU-C and the student teachers from that program.

8. **Does _____ regularly confer with parents about student progress?**

Yes	No	Not Sure
☐	☐	☐
N=13 93%	N=1 7%	N=0 0%

Explain:

Very little participation by parents.

Sends home progress reports – Phone is in room so he can call – never had a parent complain about him.

Very regular. She is terrific at that. She gives her phone and e-mail address to parents and students.

He has a telephone in his classroom, and he talks frequently to parents. Students have participated in seven field trips this year, and the teacher has communicated with parents about these trips.

Every teacher must confer with parents every 5 weeks. A report goes home to parents. This is in addition to report card pickup.

She helped and facilitated a pizza party for parents of autistic children. The parents of past students and present students attended. This is one of her methods of keeping parents informed about their children's progress.

Bilingual parent.

Conferences with parents are required at the school. Teacher follows through with the parents. She sits down with student s and parents to discuss progress or lack of progress. She serves as a cohort to the teachers in working with parents.

Phone calls, conferences. Progress notification at the middle of marking periods.

Usually by phone. She is pretty serious about it. No nonsense. Student's parents will get a call from her. She wants the students to perform. Gets me involved when needed.

9. **Does _____ know about and follow CPS policies and procedures in carrying out his/her responsibilities as a teacher?**

Yes	No	Not Sure
☐	☐	☐
N=14 100%	N=0 0%	N=0 0%

Explain:

Followed her breakfast and noon duties.

Absolutely – she is our union rep – she is a mentor in the MINT program. Follows standards.

Teacher is a reliable person who is very good in carrying out all school related responsibilities.

Highly professional.

She goes above and beyond. She serves as a member of our school management team.

She knows all policies and policies of the CPS and carries them out diligently.

He does what he's supposed to do. Comes on time, fulfills all of his responsibilities.

She makes sure that other teachers do the same. She is a unit leader in the pod.

10. **Since achieving National Board certification has _____ 's services been used here at the school? Some examples would be:**
    a) **mentoring new teachers**
    b) **conducting staff development programs**
    c) **serving on committees**
    d) **serving on the LSC**

Yes	No
☐	☐
N=11 79%	N=3 21%

Explain:

Grade level meeting (1st floor)
Also on Art/Language Arts Committee

She was in Japan. Can't say that it's been to a greater degree since her certification. She has been a rep. for LSC. Done workshops and arranged assemblies. Was occupied in the fall. Active on AAA. Asked to head Math Dept. Could be used more but she is too busy with her personal agenda.

Language Arts committee

Citywide program – a structured plan – integrating technology in the classroom. $25,000 with team of teachers got a grant for technology in the classroom.

Teacher is assisting in the implementation of the Annenberg Grant by coordinating the Junior Great Books Program. He is active with the Rochelle Lee Program. He mentors another sixth grade teacher. He serves as a host to teachers from other schools who visit the school. This includes some teachers from England. He coordinates the Junior Great Books Staff Development Program and collaborates with sixth grade teachers. He is a host for the homework show on Channel 23.

Not yet. I have been here since October. Since then we have had a group from Great Britain. Now we are thinking about using him to create a cohort group for pursuing NB certification here at this school. It would be a school-based cohort group.

School Improvement Planning Committees – LSC teacher representative. Serves as leader on 4th grade team.

She facilitates our Education Connection Grant. She is a saint! She is unselfish in her giving to students and staff of her time, her knowledge, he ideas, her unusual ability to create the needed teaching tool on a moment's notice, and to teach in order to model a method.

She mentors teachers.
She conducts staff development sessions for staff.

She serves as a mentor in mathematics for a group of new teachers. She helps them with record keeping, following and understanding school policies, classroom management, lesson plans and how to feel at ease in the classroom. She has shared information with the faculty about National Board Certification. She conducts staff development programs. Presently she is not serving on a committee because she is involved in so many school-related activities.
Mentors three first-year teachers.
Presented two staff development sessions.
Member of Curriculum Committee.
Does the school newspaper.
Technology coordinator and writes the school's Tech. Pla.
Project Director for a program for students using IBM resources.

She's in the mentoring program. I don't think it's a very successful program.

She has written and received grants. Does get involved in "Teacher Talk" by getting teachers to share ideas with each other. She serves on Math Instructional Curriculum Committee (ICC).

Mentoring other 3rd grade teacher who is a 1st year teacher
As a Cole Early Childhood Awardee, we received a total school inservice session.
Active on Schoolwide History Committee, Career Day
Courses offered to grantees.

11. Since achieving National Board certification has _____ offered his/her services in any areas beyond his/her regularly assigned duties?

Yes	No
☐	☐
N=12 86%	N=2 14%

Explain:

Serves on Local School Council. Brings in outside school groups. Received two grants.

Not as flexible as could be. Has a piece of her own agenda. Is concerned with her own personal growth. Was master teacher but didn't have the time to work with (new teachers) so she was not asked this year.

Worked with student-teachers at UI-C. Has had several student teachers. All done on his initiative.

Mentors teachers
Writes and secures grants to the
Serves on Professional Problems Committee
Also Internal Review Committee

We're right now working on that with the CVCA cohort group.

Did things before – and continues to offer services to serve the school.
Tried to convince others to apply. She offers to mentor anyone who will apply.

She will help any teacher.

She has volunteered to do more staff development activities in regards to National Board Certification.

Unit leader in the pod. She has no other outside duties. Writes grants for math programs and wrote one for parental involvement.

Works after hours and before. Offers his home number for student and parent calls during a prescribed evening time period.

12. **To what extent do you think _____'s skills and abilities are being utilized at your school – beyond his/her normal responsibilities?**

A Lot	Some	Very Little	None
☐	☐	☐	☐
N=8 58%	N=3 21%	N=2 14%	N=1 7%

Explain:

Could be more effective if school budget could permit. She could be more utilized.

She is so busy with several programs so she is not able to take on anymore responsibilities.

We should use him a lot more – for example, staff development.

Interim Principal was assigned to school in October, 2000. She plans to make better utilization of his services.

Because I am new and he is just recently certificated. But that is a temporary situation.

Her efforts are pervasive throughout the building. She truly receives the respect and admiration of other teachers. She aspires others.

Used to the fullest.

She is very intelligent, bright and knowledgeable about the field of mathematics. She accomplishes whatever endeavor she is involved in. I feel that the CPS is utilizing her services in helping additional teachers receive National Board Certification. She is a role model for the program.

A person who could be used as a resource person, if funding permitted for the position.

She is good teacher. She does her job. She has not extended herself beyond that.

Well respected in the school.

He contributes to the professional dialogue among the staff here.

13. **Has _____ received any recognition here at the school since achieving National Board certification?**

Yes	No
☐	☐
N=14 100%	N=0 0%

Explain:

Meetings once a month – she was introduced and recognized.

Her trip to Japan was highlighted. Was presented with 1 dozen roses. Front page of local paper as being recognized as a master teacher.

Refreshment/coffee reception in the school – also announced it over the public address system.

A breakfast was held at the school in honor of the two Sabin teachers who had achieved National Board certification. An announcement was made on the intercom.

He has had the group from Great Britain. Staff meeting where he was honored.

Announced it in faculty meeting.

Tons!!

Had a party. Was announced at meetings and at LSC.
I made an announcement to the staff.

She was congratulated by the administration, teachers, parents, students, and state, city and CPS officials. Information about her certification has been included in newsletters and newspapers.

In staff meetings. Showcased in CTU newspaper. Accomplishments placed in school local newspaper.
I told LSC and faculty.

I put her name on the bulletin board in the office. She asked me to remove it. She didn't want to be singled out. It was from a Chicago Teacher Union article cited that she won the "Golden Apple Award."

We had a staff meeting – internal recognition – flowers. The Chicago Education Educator (CPS) article was announced over intercom during morning announcements – displayed on counter.

15. **Would you encourage other teachers in your school to pursue National Board certification?**

Yes	No	Not Sure
☐	☐	☐
N=14 100%	N=0 0%	N=0 0%

It is logical to do that.
Twelve others (teachers) out of 22 staff members are interested in going through the process.

It is a lot of work but each has said they have been introspective in their teaching. It has brought more technology to the building.

One other Sabin teacher is in the process of pursuing National Board certification.

Yes, because I have asked him to organize a cohort group for CVCA.

Now have one in NTL program and two more in pre-certification through NTL.

It's a logical professional process. Union is offering good incentives for participating.

16. **What are your general thoughts or opinions about the National Board certification of teachers?**

Very good thing – some aspects of the program are not meeting needs of the students.

It gives teachers a chance to look at teaching and learning in a broad sense and a time for reflection. Wish it could be done during the summer. It takes too much time out of the classroom. The students are the ones who lose.

Not very familiar with it – would like to know more about it.

New to all of us. I like recognition of it. Good teachers are in it. I don't know how it will affect the overall professional development of teachers. With new state requirements and how it will mesh. NTB is, appears to me, individual and I think it needs to be more broadened – based on needs and the school.
Very good process for interested teachers.

Long overdue. True believer that many teachers have not kept up with the times. NB certificate – is a way to do that.

Hope more go through it – the reflective piece is most valuable.

14. **Do you think _____ is a better teacher for having gone through the training that led to his/her National Board certification?**

Yes	No	Not Sure
☐	☐	☐
N=10 77%	N=2 15%	N=1 8%

Explain:

She was exemplary before – does lesson plan well – knows her subject well.

I do think there is so little recognition, so I think it does help to give her the recognition that she deserves. She was already an excellent teacher.

He has the ability to relate to students – he speaks Spanish.

No comment – just came in.

Principal is certain that he is a better teacher; however, she cannot compare his present teaching performance to what occurred before because she was not assigned to the school until October, 2000.

Was not here long before he was certified.

Outstanding before – continues to improve. More reflective about her teaching – and about the art of teaching.

I think she developed more sophistication in regards to the total education process. She was already a great teacher before certification.

This is only my 2nd year observing – not enough prior knowledge.
She is a better team player now.

She has always been an outstanding teacher. She is more knowledgeable.

He just completed it and the impact is too soon to tell.
I think she is the same. She was a good teacher. It's given her personally self-esteem. I would like to see these teachers contribute more to the school.

She likes personal growth.

I think it is a great thing! I think it recognizes teaching in the classroom. It's too bad that compensation over time is not connected with it as it is with advanced degrees.

It gives them a real opportunity to reflect on their work and do a self-assessment.
Terrific – It gets teachers to reflect on what they are doing in the class. Kids benefit.

It provides a stellar opportunity and challenge. Not all educational staff members will seek National Board Certification because of the tremendous amount of work that is involved.

Good thing; but teachers are overwhelmed. It takes a lot of commitment for a teacher assume. How can an overstressed teacher take on more responsibilities?

The first thing, from knowing her, it must take a lot out of them. During training it takes from the school because it's so much work. Maybe in the long run it will be okay.

All teachers are not aware of the program, or aware of steps and actual time involved in the program. Doesn't know if all teachers will have to be certified in 10/15 years.

I think it is a good thing for teachers in that it gives the teacher a chance to reflect.

APPENDIX E

Statistical Analyses

Descriptive Statistics Report

Page/Date/Time 1 04-03-2001 19:09:03
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Summary Section of St1

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.606667	0.259771	6.707257E-02	2.93	3.91	0.98

Summary Section of St2

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.546	0.2706553	6.988289E-02	2.86	3.91	1.05

Summary Section of St3

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.532667	0.2810558	0.0725683	2.77	3.88	1.11

Summary Section of St4

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.526	0.2877449	7.429542E-02	2.88	3.91	1.03

Summary Section of St5

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.358	0.4866827	0.1256609	2.51	3.93	1.42

Summary Section of St6

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.520667	0.3405975	0.0879419	2.6	3.93	1.33

Summary Section of St7

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.568667	0.2971259	7.671758E-02	2.95	3.91	0.96

Summary Section of St8

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.441333	0.3359818	8.675014E-02	2.6	3.88	1.28

Summary Section of St9

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.513333	0.3579638	9.242586E-02	2.55	3.91	1.36

Summary Section of St10

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.518	0.3367322	8.694388E-02	2.62	3.93	1.31

Summary Section of St11

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.676667	0.2245207	5.797098E-02	3.02	3.93	0.91

Descriptive Statistics Report

Page/Date/Time 1 04-03-2001 19:09:38
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Summary Section of DI1

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.63	0.1921309	4.960799E-02	3.26	3.93	0.67

Summary Section of DI2

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.507333	0.2452249	6.331679E-02	2.97	3.88	0.91

Summary Section of DI3

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.409333	0.3795762	9.800615E-02	2.57	3.91	1.34

Summary Section of DI4

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.496667	0.3366784	0.08693	2.71	3.93	1.22

Summary Section of DI5

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.267333	0.526572	0.1359603	2.4	3.93	1.53

Summary Section of DI6

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.4	0.4067642	0.1050261	2.6	3.88	1.28

Summary Section of DI7

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.46	0.2858321	7.380153E-02	2.66	3.8	1.14

Summary Section of DI8

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.514667	0.3374456	8.712807E-02	2.66	3.91	1.25

Summary Section of DI9

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.462	0.2888203	7.457307E-02	2.71	3.84	1.13

Descriptive Statistics Report

Page/Date/Time 2 04-03-2001 19:09:38
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Summary Section of DI10

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.773333	0.1746289	4.508898E-02	3.35	3.95	0.6

Summary Section of DI11

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.678	0.1971656	5.090795E-02	3.24	3.95	0.71

Summary Section of DI12

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
15	3.552	0.3212298	8.294117E-02	2.71	3.97	1.26

Frequency Table Report

Page/Date/Time 1 04-03-2001 19:31:09
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Frequency Distribution of PRI1

PRI1	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	14	14	100.00	100.00							

Frequency Distribution of PRI9

PRI9	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	14	14	100.00	100.00							

Frequency Table Report

Page/Date/Time 1 04-03-2001 19:10:53
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Frequency Distribution of Cla1

Cla1	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	11	11	78.57	78.57							

Frequency Distribution of C1a10a

C1a10a	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Probably	2	2	25.00	25.00	||||||||||
Absolutely	6	8	75.00	100.00	||||||||||||||||||||||||||||||

Frequency Distribution of C1b1

C1b1	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	13	13	92.86	92.86	||||||||||||||||||||||||||||||||||||
No	1	14	7.14	100.00	||

Frequency Distribution of C1b2

C1b2	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	8	8	57.14	57.14	||||||||||||||||||
Not Sure	6	14	42.86	100.00	||||||||||||||||

Frequency Distribution of C1b4

C1b4	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	11	11	78.57	78.57	||||||||||||||||||||||||||||||
No	2	13	14.29	92.86	|||||
Not Sure	1	14	7.14	100.00	||

Frequency Distribution of C1b5

C1b5	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	13	13	92.86	92.86	||||||||||||||||||||||||||||||||||||
Not Sure	1	14	7.14	100.00	||

Frequency Distribution of C1b7

C1b7	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	8	8	57.14	57.14	||||||||||||||||||
No	3	11	21.43	78.57	||||||||
Not Sure	3	14	21.43	100.00	||||||||

Frequency Distribution of Clb10

Clb10	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	9	9	64.29	64.29	|||||||||||||||||||||||||
No	5	14	35.71	100.00	|||||||||||||

Frequency Distribution of Clb10a

Clb10a	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Probably Not	1	1	10.00	10.00	||||
Probably	3	4	30.00	40.00	||||||||||||
Absolutely	6	10	60.00	100.00	|||||||||||||||||||||||||

Frequency Table Report

Page/Date/Time 1 04-03-2001 19:11:36
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Frequency Distribution of Pla1

Pla1	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	2	2	15.38	15.38	||||||
No	11	13	84.62	100.00							

Frequency Distribution of Plb3

Plb3	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	9	9	75.00	75.00	||||||||||||||||||||||||||||||
No	3	12	25.00	100.00	||||||||||

Frequency Distribution of Plb5

Plb5	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Among the Best	3	3	23.08	23.08	||||||||
The Best	10	13	76.92	100.00	||||||||||||||||||||||||||||||

Frequency Distribution of Plb7

Plb7	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Very Much	13	13	100.00	100.00	||||||||||||||||||||||||||||||||||||||||

Paired T-Test Report

Page/Date/Time 1 04-02-2001 13:18:56
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St10, X2 = St1

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St10	15	3.518	0.3367322	8.694388E-02	3.331524	3.704476
St1	15	3.606667	0.259771	6.707257E-02	3.46281	3.750523
Difference	15	-8.866667E-02	0.1321723	3.412675E-02	-0.1618613	-1.547207E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	0.0103	0.991812	Cannot reject normality
Kurtosis Normality	-0.5305	0.595735	Cannot reject normality
Omnibus Normality	0.2816	0.868671	Cannot reject normality
Correlation Coefficient	0.934000		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St10-St1<>0	-2.5982	0.021053	Reject Ho	0.676263	0.389250
St10-St1<0	-2.5982	0.010526	Reject Ho	0.795215	0.508316
St10-St1>0	-2.5982	0.989474	Accept Ho	0.000018	0.000001

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	10	4	0.971313	0.089783	0.179565

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
21.5	59.5	17.5784	1	3	36

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.1617	0.030638	Reject Ho	2.1333	0.032900	Reject Ho
X1-X2<0			-2.1617	0.015319	Reject Ho	-2.1333	0.016450	Reject Ho
X1-X2>0			-2.1617	0.984681	Accept Ho	-2.1902	0.985745	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:36:39
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di1

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di1	15	3.63	0.1921309	4.960799E-02	3.523602	3.736398
Difference	15	-0.3626667	0.3510488	0.0906404	-0.557071	-0.1682623

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.7760	0.437755	Cannot reject normality
Kurtosis Normality	-1.3789	0.167912	Cannot reject normality
Omnibus Normality	2.5036	0.285983	Cannot reject normality
Correlation Coefficient	0.943737		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di1<>0	-4.0012	0.001313	Reject Ho	0.960312	0.826677
Di5-Di1<0	-4.0012	0.000657	Reject Ho	0.984344	0.898920
Di5-Di1>0	-4.0012	0.999343	Accept Ho	0.000000	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	12	2	0.999084	0.006470	0.012939

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
7.5	59.5	17.59616	1	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.9552	0.003125	Reject Ho	2.9268	0.003425	Reject Ho
X1-X2<0			-2.9552	0.001562	Reject Ho	-2.9268	0.001712	Reject Ho
X1-X2>0			-2.9552	0.998438	Accept Ho	-2.9836	0.998576	Accept Ho

Page/Date/Time 1 04-02-2001 11:36:59
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di2

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di2	15	3.507333	0.2452249	6.331679E-02	3.371532	3.643134
Difference	15	-0.24	0.3032915	7.830952E-02	-0.4079572	-7.204279E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.6180	0.536587	Cannot reject normality
Kurtosis Normality	-1.4283	0.153211	Cannot reject normality
Omnibus Normality	2.4219	0.297916	Cannot reject normality
Correlation Coefficient	0.950323		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di2<>0	-3.0648	0.008400	Reject Ho	0.813069	0.550341
Di5-Di2<0	-3.0648	0.004200	Reject Ho	0.897395	0.669694
Di5-Di2>0	-3.0648	0.995800	Accept Ho	0.000002	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	10	5	0.940765	0.150879	0.301758

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
21	60	17.60327	0	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.2155	0.026726	Reject Ho	2.1871	0.028736	Reject Ho
X1-X2<0			-2.2155	0.013363	Reject Ho	-2.1871	0.014368	Reject Ho
X1-X2>0			-2.2155	0.986637	Accept Ho	-2.2439	0.987581	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:37:24
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di3

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di3	15	3.409333	0.3795762	9.800615E-02	3.199131	3.619536
Difference	15	-0.142	0.1964761	5.072991E-02	-0.2508048	-3.319516E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.8747	0.381763	Cannot reject normality
Kurtosis Normality	-0.1611	0.872049	Cannot reject normality
Omnibus Normality	0.7910	0.673358	Cannot reject normality
Correlation Coefficient	0.957486		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di3<>0	-2.7991	0.014204	Reject Ho	0.740024	0.458002
Di5-Di3<0	-2.7991	0.007102	Reject Ho	0.844987	0.579693
Di5-Di3>0	-2.7991	0.992898	Accept Ho	0.000008	0.000001

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	11	3	0.993530	0.028687	0.057373

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
15.5	59.5	17.59616	1	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.5005	0.012400	Reject Ho	2.4721	0.013431	Reject Ho
X1-X2<0			-2.5005	0.006200	Reject Ho	-2.4721	0.006716	Reject Ho
X1-X2>0			-2.5005	0.993800	Accept Ho	-2.5290	0.994280	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:37:38
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di4

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di4	15	3.496667	0.3366784	0.08693	3.31022	3.683113
Difference	15	-0.2293333	0.2328846	6.013054E-02	-0.3583005	-0.1003661

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.6598	0.509402	Cannot reject normality
Kurtosis Normality	-0.3979	0.690682	Cannot reject normality
Omnibus Normality	0.5936	0.743176	Cannot reject normality
Correlation Coefficient	0.948739		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di4<>0	-3.8139	0.001898	Reject Ho	0.943124	0.781902
Di5-Di4<0	-3.8139	0.000949	Reject Ho	0.975923	0.866178
Di5-Di4>0	-3.8139	0.999051	Accept Ho	0.000000	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	11	2	0.998291	0.011230	0.022461

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
9	58.5	17.56773	2	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.8177	0.004837	Reject Ho	2.7892	0.005284	Reject Ho
X1-X2<0			-2.8177	0.002419	Reject Ho	-2.7892	0.002642	Reject Ho
X1-X2>0			-2.8177	0.997581	Accept Ho	-2.8461	0.997787	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:37:55
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di6

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di6	15	3.4	0.4067642	0.1050261	3.174742	3.625258
Difference	15	-0.1326667	0.1543867	3.986246E-02	-0.2181631	-4.717019E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.8722	0.383073	Cannot reject normality
Kurtosis Normality	0.5221	0.601577	Cannot reject normality
Omnibus Normality	1.0334	0.596473	Cannot reject normality
Correlation Coefficient	0.977867		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di6<>0	-3.3281	0.004976	Reject Ho	0.871352	0.639125
Di5-Di6<0	-3.3281	0.002488	Reject Ho	0.935271	0.750059
Di5-Di6>0	-3.3281	0.997512	Accept Ho	0.000001	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	12	3	0.996307	0.017578	0.035156

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
13	60	17.60327	0	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.6700	0.007586	Reject Ho	2.6416	0.008253	Reject Ho
X1-X2<0			-2.6700	0.003793	Reject Ho	-2.6416	0.004126	Reject Ho
X1-X2>0			-2.6700	0.996207	Accept Ho	-2.6984	0.996516	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:38:09
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di7

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di7	15	3.46	0.2858321	7.380153E-02	3.301712	3.618289
Difference	15	-0.1926667	0.3077677	7.946528E-02	-0.3631027	-0.0222306

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.5051	0.613473	Cannot reject normality
Kurtosis Normality	-1.2486	0.211803	Cannot reject normality
Omnibus Normality	1.8142	0.403691	Cannot reject normality
Correlation Coefficient	0.877865		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di7<>0	-2.4245	0.029450	Reject Ho	0.616532	0.332385
Di5-Di7<0	-2.4245	0.014725	Reject Ho	0.745378	0.446297
Di5-Di7>0	-2.4245	0.985275	Accept Ho	0.000037	0.000003

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	9	4	0.953857	0.133423	0.266846

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
22.5	58.5	17.56773	2	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.0492	0.040441	Reject Ho	2.0208	0.043306	Reject Ho
X1-X2<0			-2.0492	0.020221	Reject Ho	-2.0208	0.021653	Reject Ho
X1-X2>0			-2.0492	0.979779	Accept Ho	-2.0777	0.981130	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:38:22
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di8

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di8	15	3.514667	0.3374456	8.712807E-02	3.327796	3.701538
Difference	15	-0.2473333	0.3003918	7.756083E-02	-0.4136848	-0.0809819

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.7172	0.085942	Cannot reject normality
Kurtosis Normality	1.0279	0.304016	Cannot reject normality
Omnibus Normality	4.0053	0.134979	Cannot reject normality
Correlation Coefficient	0.846737		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di8<>0	-3.1889	0.006564	Reject Ho	0.842331	0.592817
Di5-Di8<0	-3.1889	0.003282	Reject Ho	0.916885	0.708897
Di5-Di8>0	-3.1889	0.996718	Accept Ho	0.000001	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	11	3	0.993530	0.028687	0.057373

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
12	59.5	17.59616	1	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.6995	0.006945	Reject Ho	2.6710	0.007562	Reject Ho
X1-X2<0			-2.6995	0.003473	Reject Ho	-2.6710	0.003781	Reject Ho
X1-X2>0			-2.6995	0.996527	Accept Ho	-2.7279	0.996813	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:38:35
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di9

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di9	15	3.462	0.2888203	7.457307E-02	3.302057	3.621943
Difference	15	-0.1946667	0.3554447	9.177543E-02	-0.3915054	2.172061E-03

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.7427	0.081384	Cannot reject normality
Kurtosis Normality	0.7287	0.466168	Cannot reject normality
Omnibus Normality	3.5681	0.167958	Cannot reject normality
Correlation Coefficient	0.770473		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di9<>0	-2.1211	0.052248	Accept Ho	0.505999	0.242117
Di5-Di9<0	-2.1211	0.026124	Reject Ho	0.645113	0.341726
Di5-Di9>0	-2.1211	0.973876	Accept Ho	0.000121	0.000010

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	9	6	0.849121	0.303619	0.607239

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
28.5	60	17.60327	0	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			1.7894	0.073544	Accept Ho	1.7610	0.078232	Accept Ho
X1-X2<0			-1.7894	0.036772	Reject Ho	-1.7610	0.039116	Reject Ho
X1-X2>0			-1.7894	0.963228	Accept Ho	-1.8178	0.965456	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:38:49
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di10

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di10	15	3.773333	0.1746289	4.508898E-02	3.676627	3.870039
Difference	15	-0.506	0.4343435	0.112147	-0.7465314	-0.2654686

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.3399	0.733918	Cannot reject normality
Kurtosis Normality	-2.5301	0.011403	Reject normality
Omnibus Normality	6.5170	0.038447	Reject normality
Correlation Coefficient	0.647705		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di10<>0	-4.5119	0.000488	Reject Ho	0.986964	0.916724
Di5-Di10<0	-4.5119	0.000244	Reject Ho	0.995803	0.958185
Di5-Di10>0	-4.5119	0.999756	Accept Ho	0.000000	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	13	1	0.999939	0.000916	0.001831

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
3	59.5	17.59616	1	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			3.2109	0.001323	Reject Ho	3.1825	0.001460	Reject Ho
X1-X2<0			-3.2109	0.000662	Reject Ho	-3.1825	0.000730	Reject Ho
X1-X2>0			-3.2109	0.999338	Accept Ho	-3.2393	0.999401	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:39:00
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di11

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di11	15	3.678	0.1971656	5.090795E-02	3.568813	3.787187
Difference	15	-0.4106667	0.4151672	0.1071957	-0.6405786	-0.1807547

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-0.6208	0.534705	Cannot reject normality
Kurtosis Normality	-1.3632	0.172835	Cannot reject normality
Omnibus Normality	2.2436	0.325689	Cannot reject normality
Correlation Coefficient	0.692477		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di11<>0	-3.8310	0.001835	Reject Ho	0.944902	0.786245
Di5-Di11<0	-3.8310	0.000918	Reject Ho	0.976823	0.869437
Di5-Di11>0	-3.8310	0.999082	Accept Ho	0.000000	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	12	3	0.996307	0.017578	0.035156

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
10.5	60	17.60327	0	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.8120	0.004924	Reject Ho	2.7836	0.005376	Reject Ho
X1-X2<0			-2.8120	0.002462	Reject Ho	-2.7836	0.002688	Reject Ho
X1-X2>0			-2.8120	0.997538	Accept Ho	-2.8404	0.997747	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:39:16
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = Di5, X2 = Di12

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
Di5	15	3.267333	0.526572	0.1359603	2.975728	3.558939
Di12	15	3.552	0.3212298	8.294117E-02	3.374109	3.729891
Difference	15	-0.2846667	0.3131149	8.084592E-02	-0.4580639	-0.1112694

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.4018	0.160988	Cannot reject normality
Kurtosis Normality	0.3889	0.697329	Cannot reject normality
Omnibus Normality	2.1162	0.347117	Cannot reject normality
Correlation Coefficient	0.834835		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
Di5-Di12<>0	-3.5211	0.003390	Reject Ho	0.905097	0.699905
Di5-Di12<0	-3.5211	0.001695	Reject Ho	0.955334	0.801542
Di5-Di12>0	-3.5211	0.998305	Accept Ho	0.000000	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	11	2	0.998291	0.011230	0.022461

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
9	58.5	17.57128	2	0	0

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0	0.002014	Reject Ho	2.8171	0.004846	Reject Ho	2.7886	0.005293	Reject Ho
X1-X2<0	0.001007	Reject Ho	-2.8171	0.002423	Reject Ho	-2.7886	0.002646	Reject Ho
X1-X2>0	0.999237	Accept Ho	-2.8171	0.997577	Accept Ho	-2.8456	0.997783	Accept Ho

Analysis of Variance Report

Page/Date/Time 1 04-02-2001 11:12:10
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Response St10,St2,St3,St4,St6,St9

Analysis of Variance Table

Source Term	DF	Sum of Squares	Mean Square	F-Ratio	Prob Level	Power (Alpha=0.05)
A (...)	5	1.045889E-02	2.091778E-03	0.02	0.999805	0.054310
S(A)	84	8.29608	9.876285E-02			
Total (Adjusted)	89	8.306539				
Total	90					

* Term significant at alpha = 0.05

Kruskal-Wallis One-Way ANOVA on Ranks
Hypotheses
Ho: All medians are equal.
Ha: At least two medians are different.

Test Results

Method	DF	Chi-Square (H)	Prob Level	Decision(0.05)
Not Corrected for Ties	5	5.020757E-02	0.999970	Accept Ho
Corrected for Ties	5	5.025514E-02	0.999970	Accept Ho

Number Sets of Ties	26
Multiplicity Factor	690

Group Detail

Group	Count	Sum of Ranks	Mean Rank	Z-Value	Median
St10	15	689.00	45.93	0.0704	3.6
St2	15	697.50	46.50	0.1624	3.57
St3	15	673.00	44.87	-0.1029	3.57
St4	15	674.50	44.97	-0.0866	3.6
St6	15	687.00	45.80	0.0487	3.52
St9	15	674.00	44.93	-0.0920	3.51

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:23:04
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St1

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St1	15	3.606667	0.259771	6.707257E-02	3.46281	3.750523
Difference	15	-0.2486667	0.3085187	7.965919E-02	-0.4195186	-7.781468E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.6816	0.092651	Cannot reject normality
Kurtosis Normality	-0.2537	0.799729	Cannot reject normality
Omnibus Normality	2.8921	0.235503	Cannot reject normality
Correlation Coefficient	0.827192		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St1<>0	-3.1216	0.007503	Reject Ho	0.826871	0.569907
St5-St1<0	-3.1216	0.003751	Reject Ho	0.906702	0.687924
St5-St1>0	-3.1216	0.996249	Accept Ho	0.000002	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	11	3	0.993530	0.028687	0.057373

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
11	59.5	17.59972	1	0	0

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0	0.003357	Reject Ho	2.7557	0.005856	Reject Ho	2.7273	0.006385	Reject Ho
X1-X2<0	0.001678	Reject Ho	-2.7557	0.002928	Reject Ho	-2.7273	0.003193	Reject Ho
X1-X2>0	0.998688	Accept Ho	-2.7557	0.997072	Accept Ho	-2.7841	0.997316	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:23:27
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St2

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St2	15	3.546	0.2706553	6.988289E-02	3.396116	3.695884
Difference	15	-0.188	0.3246801	8.383203E-02	-0.3678018	-8.198175E-03

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.9127	0.055789	Cannot reject normality
Kurtosis Normality	0.1679	0.866665	Cannot reject normality
Omnibus Normality	3.6865	0.158299	Cannot reject normality
Correlation Coefficient	0.776997		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St2<>0	-2.2426	0.041632	Reject Ho	0.550801	0.276626
St5-St2<0	-2.2426	0.020816	Reject Ho	0.687016	0.382649
St5-St2>0	-2.2426	0.979184	Accept Ho	0.000076	0.000006

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	9	6	0.849121	0.303619	0.607239

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
29.5	60	17.59972	0	2	12

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			1.7330	0.083099	Accept Ho	1.7046	0.088274	Accept Ho
X1-X2<0			-1.7330	0.041549	Reject Ho	-1.7046	0.044137	Reject Ho
X1-X2>0			-1.7330	0.958451	Accept Ho	-1.7614	0.960914	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:25:39
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St4

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St4	15	3.526	0.2877449	7.429542E-02	3.366652	3.685348
Difference	15	-0.168	0.3279416	8.467416E-02	-0.349608	1.360802E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.7959	0.072508	Cannot reject normality
Kurtosis Normality	0.5692	0.569199	Cannot reject normality
Omnibus Normality	3.5493	0.169540	Cannot reject normality
Correlation Coefficient	0.757322		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St4<>0	-1.9841	0.067208	Accept Ho	0.455378	0.206137
St5-St4<0	-1.9841	0.033604	Reject Ho	0.595646	0.297681
St5-St4>0	-1.9841	0.966396	Accept Ho	0.000201	0.000017

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	8	7	0.696381	0.500000	1.000000

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
35	60	17.59261	0	1	24

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			1.4211	0.155302	Accept Ho	1.3926	0.163732	Accept Ho
X1-X2<0			-1.4211	0.077651	Accept Ho	-1.3926	0.081866	Accept Ho
X1-X2>0			-1.4211	0.922349	Accept Ho	-1.4495	0.926397	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:22:08
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St6

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St6	15	3.520667	0.3405975	0.0879419	3.33205	3.709283
Difference	15	-0.1626667	0.2964906	7.655354E-02	-0.3268577	1.524346E-03

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.8020	0.071552	Cannot reject normality
Kurtosis Normality	0.6012	0.547687	Cannot reject normality
Omnibus Normality	3.6085	0.164596	Cannot reject normality
Correlation Coefficient	0.799214		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St6<>0	-2.1249	0.051885	Accept Ho	0.507388	0.243148
St5-St6<0	-2.1249	0.025943	Reject Ho	0.646439	0.342967
St5-St6>0	-2.1249	0.974057	Accept Ho	0.000120	0.000010

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	10	4	0.971313	0.089783	0.179565

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
27.5	59.5	17.59261	1	2	12

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			1.8189	0.068920	Accept Ho	1.7905	0.073370	Accept Ho
X1-X2<0			-1.8189	0.034460	Reject Ho	-1.7905	0.036685	Reject Ho
X1-X2>0			-1.8189	0.965540	Accept Ho	-1.8474	0.967653	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:26:00
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St7

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St7	15	3.568667	0.2971259	7.671758E-02	3.404124	3.73321
Difference	15	-0.2106667	0.2983398	7.703102E-02	-0.3758818	-4.545156E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-2.1556	0.031116	Reject normality
Kurtosis Normality	0.8997	0.368298	Cannot reject normality
Omnibus Normality	5.4559	0.065352	Cannot reject normality
Correlation Coefficient	0.816484		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St7<>0	-2.7348	0.016118	Reject Ho	0.720346	0.435773
St5-St7<0	-2.7348	0.008059	Reject Ho	0.830012	0.557032
St5-St7>0	-2.7348	0.991941	Accept Ho	0.000010	0.000001

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	11	3	0.993530	0.028687	0.057373

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
15	59.5	17.5855	1	1	24

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.5305	0.011390	Reject Ho	2.5021	0.012347	Reject Ho
X1-X2<0			-2.5305	0.005695	Reject Ho	-2.5021	0.006174	Reject Ho
X1-X2>0			-2.5305	0.994305	Accept Ho	-2.5589	0.994750	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:26:45
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St8

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St8	15	3.441333	0.3359818	8.675014E-02	3.255273	3.627394
Difference	15	-8.333334E-02	0.3027178	7.816141E-02	-0.2509729	8.430623E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-2.1853	0.028865	Reject normality
Kurtosis Normality	1.3293	0.183761	Cannot reject normality
Omnibus Normality	6.5426	0.037957	Reject normality
Correlation Coefficient	0.789234		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St8<>0	-1.0662	0.304389	Accept Ho	0.168668	0.051834
St5-St8<0	-1.0662	0.152194	Accept Ho	0.264354	0.087019
St5-St8>0	-1.0662	0.847806	Accept Ho	0.003886	0.000486

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	6	9	0.303619	0.849121	0.607239

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
52.5	60	17.59616	0	3	18

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			0.4262	0.669941	Accept Ho	0.3978	0.690767	Accept Ho
X1-X2<0			-0.4262	0.334970	Accept Ho	-0.3978	0.345384	Accept Ho
X1-X2>0			-0.4262	0.665030	Accept Ho	-0.4546	0.675318	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:27:17
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St10

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St10	15	3.518	0.3367322	8.694388E-02	3.331524	3.704476
Difference	15	-0.16	0.3472957	8.967136E-02	-0.3523259	3.232593E-02

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-2.0897	0.036648	Reject normality
Kurtosis Normality	1.0054	0.314702	Cannot reject normality
Omnibus Normality	5.3775	0.067965	Cannot reject normality
Correlation Coefficient	0.700610		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St10<>0	-1.7843	0.096056	Accept Ho	0.383078	0.159725
St5-St10<0	-1.7843	0.048028	Reject Ho	0.520901	0.238536
St5-St10>0	-1.7843	0.951972	Accept Ho	0.000407	0.000038

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	8	5	0.866577	0.290527	0.581055

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
37	58.5	17.56773	2	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			1.2238	0.221014	Accept Ho	1.1954	0.231941	Accept Ho
X1-X2<0			-1.2238	0.110507	Accept Ho	-1.1954	0.115971	Accept Ho
X1-X2>0			-1.2238	0.889493	Accept Ho	-1.2523	0.894769	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:26:59
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St9

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St9	15	3.513333	0.3579638	9.242586E-02	3.315099	3.711567
Difference	15	-0.1553333	0.4133291	0.1067211	-0.3842274	0.0735607

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.8371	0.066198	Cannot reject normality
Kurtosis Normality	0.6290	0.529371	Cannot reject normality
Omnibus Normality	3.7705	0.151794	Cannot reject normality
Correlation Coefficient	0.557235		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St9<>0	-1.4555	0.167585	Accept Ho	0.273583	0.099384
St5-St9<0	-1.4555	0.083792	Accept Ho	0.397472	0.156835
St5-St9>0	-1.4555	0.916208	Accept Ho	0.001208	0.000129

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	8	7	0.696381	0.500000	1.000000

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
45	60	17.59261	0	1	24

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			0.8526	0.393864	Accept Ho	0.8242	0.409820	Accept Ho
X1-X2<0			-0.8526	0.196932	Accept Ho	-0.8242	0.204910	Accept Ho
X1-X2>0			-0.8526	0.803068	Accept Ho	-0.8811	0.810855	Accept Ho

Paired T-Test Report

Page/Date/Time 1 04-02-2001 11:27:26
Database C:\PROGRAM FILES\NCSS97\QUEST.S0
Variable X1 = St5, X2 = St11

Descriptive Statistics Section

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL of Mean	95% UCL of Mean
St5	15	3.358	0.4866827	0.1256609	3.088484	3.627516
St11	15	3.676667	0.2245207	5.797098E-02	3.552331	3.801002
Difference	15	-0.3186667	0.3892826	0.1005123	-0.5342442	-0.1030891

T for Confidence Limits = 2.1448

Tests of Assumptions about Differences Section

Assumption	Value	Probability	Decision(5%)
Skewness Normality	-1.8559	0.063468	Cannot reject normality
Kurtosis Normality	0.3990	0.689874	Cannot reject normality
Omnibus Normality	3.6036	0.165003	Cannot reject normality
Correlation Coefficient	0.621068		

T-Test For Difference Between Means Section

Alternative Hypothesis	T-Value	Prob Level	Decision (5%)	Power (Alpha=.05)	Power (Alpha=.01)
St5-St11<>0	-3.1704	0.006809	Reject Ho	0.838179	0.586555
St5-St11<0	-3.1704	0.003405	Reject Ho	0.914176	0.703204
St5-St11>0	-3.1704	0.996595	Accept Ho	0.000001	0.000000

Nonparametric Tests Section

Quantile (Sign) Test

Hypothesized Value	Quantile	Number Lower	Number Higher	Prob Lower	Prob Higher	Prob Both
0	0.5	12	2	0.999084	0.006470	0.012939

Wilcoxon Signed-Rank Test for Difference in Medians

W Sum Ranks	Mean of W	Std Dev of W	Number of Zeros	Number Sets of Ties	Multiplicity Factor
9	59.5	17.59616	1	1	6

	Exact Probability		Approximation Without Continuity Correction			Approximation With Continuity Correction		
Alternative Hypothesis	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)	Z-Value	Prob Level	Decision (5%)
X1-X2<>0			2.8699	0.004105	Reject Ho	2.8415	0.004490	Reject Ho
X1-X2<0			-2.8699	0.002053	Reject Ho	-2.8415	0.002245	Reject Ho
X1-X2>0			-2.8699	0.997947	Accept Ho	-2.8984	0.998124	Accept Ho

Frequency Table Report

Page/Date/Time 1 04-03-2001 19:10:28
Database C:\PROGRAM FILES\NCSS97\QUEST.S0

Frequency Distribution of TS6

TS6	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Probably Not	8	8	61.54	61.54	||||||||||||||||||||||||
Probably	3	11	23.08	84.62	||||||||
Definitely Yes	2	13	15.38	100.00	||||||

Frequency Distribution of TS8

TS8	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Definitely Not	1	1	7.69	7.69	|||
Probably	4	5	30.77	38.46	||||||||||||
Definitely Yes	8	13	61.54	100.00	||||||||||||||||||||||||

Frequency Distribution of TS9

TS9	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Definitely Not	2	2	16.67	16.67	||||||
Probably Not	6	8	50.00	66.67	||||||||||||||||||
Probably	4	12	33.33	100.00	||||||||||||

Frequency Distribution of TS11

TS11	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Probably	5	5	38.46	38.46	||||||||||||||
Definitely Yes	8	13	61.54	100.00	||||||||||||||||||||||||

Frequency Distribution of TS13

TS13	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	6	6	46.15	46.15	||||||||||||||||
No	7	13	53.85	100.00	||||||||||||||||||||

Frequency Distribution of TS19

TS19	Count	Cumulative Count	Percent	Cumulative Percent	Graph of Percent
Yes	6	6	46.15	46.15	||||||||||||||||
No	7	13	53.85	100.00	||||||||||||||||||||

314

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: CHICAGO TEACHERS UNION QUEST CENTER "NURTURING TEACHER LEADERSHIP" PROGRAM EVALUATION STUDY - 2001

Author(s): JAMES K. NIGHSWANDER, LYNN CHERKASKY-DAVIS AND ALLEN BEARDEN

Corporate Source: CHICAGO TEACHERS UNION

Publication Date: JUNE 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Kyan Cherkasky-Dan	Printed Name/Position/Title: Director, NurturingTeacher Leadership	
Organization/Address: CHICAGO TEACHERS UNION #400 222 Merchandise Mart Plaza Chicago IL 60654	Telephone: 312 3296274	FAX: 312 3296205
	E-Mail Address: lcherkasky@aol.com	Date: 6/03/02

(over)

.. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

f permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Teaching
and Teacher Education
1307 New York Ave., NW
Suite 300
Washington, DC 20005-4701

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)